

CHAPTER I

INTRODUCTION

A. Background of Study

In this era of globalization, English is important for our lives. It is the second most commonly spoken language in the world, in actually. Because of globalization, English is being used more and more. Proficiency in both written and spoken English. Property has emerged as one of the key performance indicators in the business world. Apart from preparing students for the process of globalization, learning English in high school is crucial. Senior high school students are required to take English language classes in order to continue their education beyond the level at which they are now enrolled.

In studying English, listening is one of the four language skills in addition to reading, writing and speaking. Listening is the most important part of communication in everyday language. Listening is what refers to concepts such as interpretation, meaning or understanding which have succeeded in capturing their complex nature.¹ When listening students are required to interpret incoming sounds and get words that are important for pronunciation that build meaning. Students will also be required to be able to make guesses in vocabulary about what they hear next and find new information based on predictions and knowledge.

In listening, students need to put in a lot of study time to become proficient and teachers need to foster a positive learning

¹ Mary Weinstock, 'Teaching Listening', *Education 3-13*, 5.1 (1977), 36–39 <https://doi.org/10.1080/03004277708558854>.

environment. However, this is contrary to reality situation in classroom. During listening exercises in class, students can experience fear make errors, receive jeers from peers and lose faith in their own skills, because the teaching methods and strategies do not pique students attention, they also believe that learning English is uninteresting. Instead, learning emphasizes the teacher and the listener.

As excellent listening is essential for comprehension, effective communication and learning, learning to listen less actively in class or at school can be a major issue. Such as not providing enough opportunities for listening practice, using less participatory teaching strategies, creating an unsupportive atmosphere, providing ineffective feedback and not utilizing technology. Teachers must put forth effort in order to learn through listening. The quality of listening instruction in the classroom or at school can be raised by actively integrating students in the process, fostering a positive environment and offering helpful feedback.

In teaching listening, teachers need to be imaginative and able to grab students attention when teaching listening. John said the listening class is teacher-centered.² All control is in the hands of the teacher. Starting from class control, repeating certain parts of the learning media, asking questions that are relevant to the theme being studied, dealing with problems that occur during the learning process. So that the teacher is more in control of the class and makes the class more lively and interactive.

² J. Cross, *Listening in the Language Classroom*, *ELT Journal*, 2010, LXIV <https://doi.org/10.1093/elt/ccp090>.

Podcasts and songs are increasingly being used in the teaching of listening comprehension. Podcasts and songs are audio-media that offer better listening. Podcasts are typically longer than songs and can provide more detailed information on a particular topic. Meanwhile, songs are shorter and more repetitive than podcasts, which can make them more accessible to learners with lower language proficiency.

A Study conducted by Sayyora Ilxomiddin and Maftuna Raxmonovna (2023) entitled “Using Podcasts to Improve Listening and Speaking Skills in EFL Classes”.³ Revealed that podcast have enough benefits for students to learn a foreign language, students more or less enhanced their both listening and speaking ability. Apparently, if they continue with the same practice with podcasts after a month as well, they may easily achieve their intended scores on the listening and speaking sections, (on the categories of fluency, pronunciation and lexical resource as well) of the not only IEFLS test, but also any other kind of national and international exams too. While more study by Ester Sekon, Paula Rombepajung and Tirza Kumayas (2022) entitled “Students Perception Toward English Song as a Learning Media of Listening Comprehension”.⁴ It was discovered that students believe their listening skills have improved as a result of becoming more comfortable with English terminology and finding it easier to learn new words from the songs. They also find enjoyment in listening to English songs since music can create a more laid-back learning environment.

³ Sayora Ilxomiddin Qizi Bozorova and Maftuna Raxmonovna Boboyorova, ‘USING PODCASTS TO IMPROVE LISTENING AND SPEAKING’, 2023, 100–104 <http://www.newjournal.org/>.

⁴ Ester Sekeon, Paula Rombepajung, and Tirza Kumayas, ‘Linguistics, and Literature Published by English Education Department Faculty of Languages and Arts’, *JoTELL: Journal of Teaching English*, 1.1 (2023), 23–43.

The majority of pupils agreed with the statements and their responses were generally favourable. The explanation that came before it shows that using English song can help with listening comprehension development. Therefore, comparing podcasts and songs makes understanding active listings an effective way to improve overall skills. These findings can be used to make classes more effective and enjoy active listening skills in the teaching and learning process.

In fact, many students still have difficulty in listening skills. Because students are still confused to distinguish vocabulary and grammar. Most students consider listening skill to be a difficult skill because listening skill is a complex skill. Some students think that listening is the most important skill to learn, while listening is also considered the most challenging. In addition, students also face various challenges when learning to listen to English. Because of the speaker's pronunciation and accuracy as well as their own anxiety and poor vocabulary mastery and lack of information about the topic of conversation. But students did not express a positive attitude towards improving their listening skills.⁵ Therefore, there is a research gap regarding the use of these two media between podcasts and songs among second year high school students. This research aims to fill this gap to determine the effectiveness of teaching active listening using podcasts and songs in second grade at SMAN 3 Kota Serang. Apart from that, students are also required to understand and interpret spoken language. Because podcasts and songs have tremendous benefits in

⁵ Jwahir Alzamil, 'Listening Skills: Important but Difficult to Learn', *Arab World English Journal*, 12.3 (2021), 366–74 <https://doi.org/10.24093 /awej / vol12no3.25>.

listening quality. And also to improve vocabulary skills and will involve students in motivating their learning process. Podcasts and songs will give students the experience of feeling a situation and learning and will provide the experience of learning to speak English by getting students used to listening to podcasts and songs.

One of the challenges faced in learning at third-grade SMAN 3 Serang City may be caused by weaknesses in non-linguistic aspects such as weak motivation in listening to English audio, low enthusiasm to practice listening skill concepts, bad habits, and low environmental support. This happens because students have different learning styles. To overcome this, an effective understanding is needed. According to previous research by Mawar Estepani Hasibuan and Hendrikus Male (2022) entitled “Pre-Service EFL Teacher’ Perception of Using Podcasts as a Learning Media to Improve Listening Skills”. According to them, the purpose of the study is to find out how pre-service EFL teacher view podcasts as a teaching tool for enhancing listening comprehension.⁶ And according to previous study by Utri Fitria, Machdalena Vianty and Ismail Petrus (2022) entitled “Using Podcast to Improve Students Listening and Speaking Achievements” The study, according to them, sought student opinions on how to use podcast to raise listening and speaking proficiency in English. Podcast are a cutting-edge, technology based teaching aid in English lessons that are

⁶ Mawar Estepani Hasibuan and Hendrikus Male, ‘Pre-Service EFL Teachers’ Perception of Using Podcast as a Learning Media to Improve Listening Skills’, *JET (Journal of English Teaching)*, 8.2 (2022), 300–311 <https://doi.org/10.33541/jet.v8i2.4068>.

particularly effective in fusing speaking and listening.⁷ However, this study focuses on third-grade in high schools because of listening problems students also have difficulties in capturing the core message they hear from the player's voice which is difficult to understand. This study looked at the differences in teaching using podcasts and songs to specifically influence listening. Then this research will explore the effectiveness of teaching listening using podcasts or songs as media. In addition, this research uses a descriptive quantitative research to compare the effectiveness of podcast and song media. The findings of this research will contribute to the teaching of listening comprehension between podcasts and songs. The findings of this study will contribute to teaching listening through podcasts and songs. Based on the explanation above, the researcher will conduct a research entitled “**A Comparative Study of Teaching Listening Between Podcast and Song**”

B. Statement of The Problem

Based on the background of the problem above, the Writer identified several problems in teaching and learning listening skills: There is the most effective to teach listening between podcast or song?

C. Objective of The Study

Based on the statements of the problem above, the following lists are the objectives. The objectives of the study need to be formulated in order to know the results of the study. The objectives of

⁷ Apriliyane Pandey, Paula Hampp, and Fivy Andries, ‘Students’ Perception Toward the Use of English Song for Speaking Skill’, *Journal of English Culture, Language, Literature and Education*, 10.2 (2022), 338–55 <https://doi.org/10.53682/eclue.v10i2.3025>.

the research are: To determine the most effectiveness of teaching listening skills between podcast or song.

D. Hypothesis

The statistical hypothesis stated:

1. Null hypothesis (Ho): there is no significant difference in the effectiveness of teaching listening skills between podcast and song
2. Alternative hypothesis (Ha): teaching listening skills between podcast is significantly more effective than using song.

E. Clarification of The Terms

The writer hopes that this research can be useful for himself, especially in applying the comparative study of teaching listening podcasts and songs. From this, it is hoped that this research will provide benefits for all English teachers where they will gain new knowledge and information about the differences in the study of teaching listening through the media of podcasts and songs, not only for English teachers, but also for students. By using this comparative study it is hoped that students can improve listening more readily. Other writers who aspire to work in the same field as the author may find inspiration in this study.

F. Previous Study

There are several previous studies that the researcher gathered in order to complete this research. The researcher also wants to identify any gap between this study and the previous studies.

The first study was conducted by Sayyora Ilxomiddin and Maftuna Raxmonovna (2023) entitled “Using Podcasts to Improve Listening and Speaking Skills in EFL Classes”.⁸ The study using a quantitative method and with the participant 10 school-leaving age students in Samarkand, located in Uzbekistan. The findings is the more practised the more they got the experience of understanding speeches of native speakers and speaking like a native. Week by week, the habit of using podcasts daily with above given methods showed considerable changes in their both speaking and listening skills.

The second study was conducted by Ester Sekon, Paula Rombepajung and Tirza Kumayas (2022) entitled “Students Perception Toward English Song as a Learning Media of Listening Comprehension”.⁹ The purpose of this study was to investigate the potential benefits of using songs in the classroom for both teaching and learning. Sixth semester English majors at UNIMA were the subjects of this study. In order to conduct interviews with objects, this study uses a survey method aided by a questionnaire instrument sent using Google Form. Eighteen pupils in a single class served as the research subjects. Students concur that songs aid in the learning process, according to the research findings. Because listening to English songs increases a listener's vocabulary and makes it simpler to learn new language from the lyrics, students believe that listening to English songs has enhanced their listening skills. Additionally, they said that they liked listening to

⁸ Sayora Ilxomiddin Qizi Bozorova and Maftuna Raxmonovna Boboyorova, ‘USING PODCASTS TO IMPROVE LISTENING AND SPEAKING’, 2023, 100–104 [http://www.newjournal.org/..](http://www.newjournal.org/)

⁹ Ester Sekeon, Paula Rombepajung, and Tirza Kumayas, ‘Linguistics, and Literature Published by English Education Department Faculty of Languages and Arts’, *JoTELL: Journal of Teaching English*, 1.1 (2023), 23–43..

English music since they helped to lighten the mood in the classroom. Students reacted favorably to this statement in general, with the majority agreeing. As the previous explanation shows, using English songs can help with listening skill development.

The third study was conducted by Erik Yuda Pratama & Winda Kurnia (2022) entitled “Using Podcast as a Tool Enhance Extensive Listening Skills”.¹⁰ Eight students from a private university in Indonesia's English teaching department participated in this study, and information was gathered using questionnaires, interviews, and guided reflective journals. The results of this study show that podcasts are a useful technique for significantly enhancing students' listening comprehension, vocabulary, and pronunciation of English spoken by native speakers. Additionally, the study discovered that students are motivated and engaged by podcasts, which improves learning outcomes. The findings of this study suggest that using podcasts to teach language learners how to listen is a beneficial strategy.

The fourth study was conducted by Sri Putri Dilago, Nihta V.F.Liando and Fridolin Kukus (2022) entitled “Students Perceptions of Using Song Lyrics as a Media to Improve Vocabulary Mastery”.¹¹ The purpose of this study is to find out how SMP Negeri 4 Halmahera Barat students feel about using lyrics as a teaching tool to help them learn vocabulary. In this study, a quantitative descriptive method was employed. Thirty students made up the research subject. The study's

¹⁰ Feby Sri Yelvita, ‘Using Podcast as a Tool to Enhance Extensive Listening’, *English Journal*, 16.8.5.2017 (2022), 2003–5.

¹¹ Sri Putri Dilago, Nihta Vfliando, and Fridolin Kukus, ‘Students’ Perceptions of Using Song Lyrics As a Media To Improve Vocabulary Mastery’, *JoTELL Journal of Teaching English*, 1.5 (2022), 639–52.

findings indicate that the majority of students consent to using song lyrics as a medium to increase their command of vocabulary.

There are similarities between this study and other previous studies. The study conducted by Sayyora Ilxomiddin and Maftuna Raxmonovna in 2023 and the study conducted by Erik Yuda Pratama & Winda Kurnia in 2022 and this study both using podcast to interactive in classroom. Moreover, the study conducted by Ester Sekon, Paula Rombepajung and Tirza Kumayas in 2022 and Sri Putri Dilago, Nihta V.F.Liando and Fridolin Kukus in 2022. This study both investigating song media to improving their skills in pronunciation and listening comprehension.

In contrast, there are also differences between this study and other previous studies. The study conducted by Sayyora Ilxomiddin and Maftuna Raxmonovna in 2023 focuses on understanding speeches of native speakers and speaking like a native by using podcast to improve listening and speaking skills in EFL classroom. Moreover, the study aims to compare teaching listening between using podcast and song. Moreover, the study conducted by Erik Yuda Pratama & Winda Kurnia in 2022 focuses on podcast is effective tools to improve extensive listening skills and pronunciation. While this study investigating to compare of teaching listening skill by using podcast and song media. Furthered, the study Ester Sekon, Paula Rombepajung and Tirza Kumayas in 2022 focuses on using songs in the classroom can provide benefits in the learning process and can improve listening comprehension. Whether, this study is to compare of teaching listening by using podcast and song media. Moreover, the study conducted by Sri Putri Dilago, Nihta V.F.Liando and Fridolin Kukus in 2022 focuses

on students perceive the use of lyrics as a media to improve vocabulary mastery. And this study aims to compare of teaching listening by using podcast and song.

G. Organization of Writing

The main section of this research is divided into chapters and sub-chapter, namely as follows:

1. CHAPTER I: INTRODUCTION

This chapter provides the research background, problem statement, objective of the study, research statement, hypothesis, classification of study, previous studies and writing organization.

2. CHAPTER II: THEORETICAL FRAMEWORK

This theoretical framework consisting of a description of the theory, understanding of listening, the type of listening, the concept of teaching listening, model of teaching listening, understanding of teaching listening using learning media, functions of learning media, types of learning media and the concept of podcasts and songs.

3. CHAPTER III: RESEARCH METHOD

In this chapter, research methods provides a clear explanation of how the study will be carried out and analyzed. It consists of research methods, time and place of research, research methods and design, population and sample, research instruments, data collection techniques, data analysis techniques and statistical hypotheses.

4. CHAPTER IV: RESULT AND DISCUSSION

This chapter consists of an overview of results and discussion reports the findings of the study clearly. This will show the effect of the results of the effectiveness of a comparative study of teaching active

listening through podcasts and songs. It consists of a description of the test data, data analysis and data interpretation.

5. CHAPTER V: CONSIST OF CONCLUSIONS AND SUGGESTIONS

This chapter offers conclusion and suggestion of the researcher based on the analysis in chapter four as an answer to the problem statement and suggestions for further research related to a comparative study of teaching active listening through podcasts and songs.

