

CHAPTER I

INTRODUCTION

A. Background of Study

English is the world's global language. It has been spoken as an international language both as a first language, second language, and foreign language by many people around the world.¹ In Indonesia, English is considered as foreign language, which is why it is a subject that is required to be learned in most of Indonesian school. Indonesian school normally teach English twice a week, some of them provide a particular lesson such as English conversation, with the expectation of receiving English lesson well because learners are exposed to English quite frequently.

The four related skills are necessary for mastering English; listening, speaking, reading, and writing. In addition, certain language skills like vocabulary, grammar, and pronunciation help to develop those abilities.² These are essential for English as a foreign language class to be functional. The purpose of the teaching process is to help achieve comprehensive knowledge of each of the skills.

This research focus more on listening skill. Ahmadi states that based on Kurita (2012) learning the skill of listening comprehension skill may be challenging for students. Having ability in listening comprehension enhances students' clear input and helps them succeed in language learning.³

¹ Rohmah, Z., "English as a Global Language", *Fakultas Sastra UM: BAHASA DAN SENI*, Tahun 33, Nomor 1, (February, 2015), 107.

² Amir, R. M., "English Listening Problems Faced by Students at an Indonesian Senior High School", *State University of Makassar*, (June, 2019), 2.

³ Ahmadi, S M., "The Importance of Listening Comprehension in Language Learning", *International Journal of Research in English Education*, Vol. 1, No. 1, (November, 2016), 7.

Human listening is primarily used for information gathering and pleasure. Listening can be classified as what we do on a daily basis as Wilson stated in his book, listening for when we want to know the main focus or point of what is being said, listening for specific information, listening in detail as for example it is needed to distinguish between two passages, and the last is inferential listening, this is the listening we do when we want to know how the speaker is feeling.⁴

Current model finds listening as more active and interpreting process in which the EFL learners actively uses their language proficiency to gain the message from the speaker and understand what the speaker is saying at the time.⁵ In order to obtain information from the audio text, EFL learners require more time and become informed with authentic language in a real-life environment in order to keep pace with average speakers. The learners should therefore be exposed to genuine spoken texts with their right level of speech, both in classroom and outside their classroom.⁶

Intensive listening is ability to listen intently is considered a crucial aspect of listening skill and is used in everyday circumstances. It makes reference to what Rost mentioned “the process of listening for precise sounds words, phrases, grammatical units and pragmatic units”.⁷

Right now, listening media is easily accessible. Podcast is one of them, this media is frequently compared to radio broadcast, but with podcast, learners can choose the topics they would like to hear and enjoy and still improve their listening skill. In this research, the researcher decided to choose

⁴ Wilson, J. J., *How to Teach Listening*. (Harlow: Pearson Education Limited, 2008). 10.

⁵ Nation, P., *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009). 39.

⁶ Barella, Y. & Linarsih, A., “Extensive Listening Practice in EFL Classroom with Variety of News Websites.”, *Pedagogy Journal of English Language Teaching*, Vol. 8, No. 1, (June, 2020), 44.

⁷ Rost, M., *Teaching and Researching Listening*. (London: Longman, 2002) 138.

podcast as a listening media for EFL learners, this is due to the convenience of access and this includes media that can be listened to anywhere.

According to the researcher's experience and the environment around, listening ability is still hard to implement because learners are still unaware with the audio which is generally provided for listening practice, especially with the accents used and the speed of the audio.

Therefore, the researcher intends to observe the range of EFL learners who have participated in listening practice, and to learn about the listening comprehension difficulties that students are having, in order to increase the use of podcasts in listening activities going forward. The writer is interested to conduct this study because it is very important to us, as an EFL learners to identify our areas of weakness in listening and train them to improve our listening comprehension.

B. Identification of Problem

The researcher limits the problem of this research for intensive listening with the media podcast and students' listening experiences and skills. The goal of this research is to discover how students' experiences in intensive listening using podcast. This will be analysed through qualitative study. The focus of this research is for students majoring in English Education Department, specifically on 2nd semester, who have taken listening courses during lectures.

C. Research Questions

The researcher formulates the following questions on research in addition of the background:

1. How is students' critical listening skill in listening intensively?

2. What are problems faced by the students during listening activities?

D. Objectives of Study

This research's goals are as follows in relation to the research questions above:

1. To find out students' critical listening skill in intensive listening.
2. To identify the problems that students faced during listening activities.

E. Significant of Study

The results of this study are expected to have some beneficial on students' listening skill, for English teachers, for future researchers, and for campus or institution because it describes the impacts of extensive listening for EFL learners.

1. For English teachers, this study can help to discover the problems that the learners faced and be able to provide some guidance to achieve their listening skills, and help in teaching and learning process.
2. For learners, this study can help learners to offer fresh experiences to the process of learning, specifically for listening, and that it will provide direction on how to successfully learn English.
3. For researchers, this study can be a learning opportunity about listening and the useful of listening strategies, and it can be a guidance for further research.
4. For campus or institution, the findings of this study may add relevance to and serve as a source for the reference books in the library.

F. Organization of Writing

This paper is divided into five chapters, each of which includes some explanations.

Chapter I is introduction, this chapter consists of background of study, identification of problem, research questions, objective of study, significant of study, and organization of writing.

Chapter II is theoretical framework, consists of definition of listening, listening skill, and podcast.

Chapter III research methodology, consists of research method, site and time of study, research subjects, data collecting, and data analysis.

Chapter IV is finding and discussion, this chapter explains how the data are described and how they were analyzed.

Chapter V is closing, consists of conclusion and suggestion on the topic of research based on finding.