

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening ability is a receiving process whose aim is to give meaning to a conversation so that the focus of listening is more on understanding so that the content of the message can be conveyed effectively (Utari, 2023). Listening ability is a language skill that is no less important than reading, writing and speaking (Bozorgian, 2012). Listening ability include a person's ability to understand and interpret information conveyed through hearing, such as in a conversation, presentation, or audio material. Developing listening ability is very important in the learning process. Students who can listen well have the ability to capture information more effectively, follow instructions carefully, and respond to lesson material better.

Mastering listening is an essential ability for students in the process of learning English. During the act of listening ability, students are required to not only perceive the auditory input from the speaker, but also comprehend the intended significance and situational background of the speaker's discourse. Listening ability are not as easy as people think (Ginoga, 2020). Listening ability is the first type of skill that humans use before humans can speak, read

or write (Purnamasari, 2016). Listening ability is a crucial component in the process of language acquisition since it serves as the foundation for developing other language abilities.

Listening ability are commonly taught together in English language instruction, particularly for pupils who are not literate. According to findings from (Afriani et al., 2020), When it comes to acquiring English language proficiency, several children exhibit subpar performance in their listening ability. Although English is a crucial global language and plays a significant role in many sectors including education, business, and diplomacy, proficiency in this language in Indonesia remains somewhat low. According to the latest year's EF English Proficiency Index, Indonesia is in the low proficiency category, indicating the need for improvement in English learning, especially among students. Therefore, the teacher's capacity to facilitate teaching and learning activities in the classroom has a substantial influence on students' competence in completing listening tasks (Hadijah & Shalawati, 2016).

The teaching of listening is often overlooked in high school English language education, despite its importance as a fundamental skill in English language acquisition. Students classified under these criteria require a greater emphasis on listening practice rather than speaking practice

(Utari, 2023). This is also what researchers found at SMA 09 Bengkulu that some students still have problems with their listening ability. Many students remain perplexed when they encounter certain English sentences. This is also reinforced by the opinion of the high school teacher who stated that some students still have difficulty getting the ideas they hear.

Researcher also conducted interviews with several students at SMA 09 Bengkulu City and found that English language teaching at SMA 09 Bengkulu City generally uses applications such as Duolingo or Babbel to learn English. However, these applications focus more on grammatical and vocabulary aspects rather than listening and speaking skills, which are crucial for effective communication skills. As a result of this, many students end up having vocabulary problems. Students do not really understand many words in English. Students also complained that the listening speed was too fast, causing them to be unable to identify the main idea of what they heard. Apart from that, some students also experienced difficulty in answering some specific questions. Therefore, it can be said that students at SMA 09 Bengkulu City still have problems in their listening ability.

Apart from that, in reality problems and challenges also begin to emerge when the generation lives in the digital era, where information distortion and changes in

communication paradigms change the way students interact with learning materials in the world of education (Danugroho, 2022). Education is one sector that continues to undergo transformation along with technological advances (Pincus et al., 2017). This transformation not only includes teaching methods, but also involves innovative learning tools.

From a listening perspective, researchers understand that our listening skills are inseparable from our activities. However, in actuality, the majority of teachers disregard kids' listening ability (Ghaderpanahi, 2012). Undoubtedly, this can significantly impact pupils' English speaking proficiency, particularly in their capacity to comprehend English audio, engage in conversations with others, and comprehend auditory information. Therefore, until now listening ability has become a dilemma for students in the learning process. Students tend to have difficulty explaining and analyzing, in this case conveying what they have heard.

An innovative solution that has arisen in the educational setting to address the aforementioned issues is the usage of podcast applications, which provide a novel method of delivering knowledge to pupils. A podcast is a digital audio recording that is produced and subsequently posted to internet platforms for the purpose of sharing it with others (Phillips, 2017). In this context, Spotify, as a

leading audio streaming platform, offers various podcasts that can be used as learning resources. Spotify offers a variety of podcast content covering educational, cultural, and entertainment topics. With Spotify, students have easy and fast access to a variety of content relevant to their curriculum (Nor & Hair, 2023). This proves that with today's technology, interactive and fun learning can be done easily. Thus, it is expected that students' enthusiasm in learning English would also grow due to the highly beneficial role of technology in transforming the world for the extraordinary.

The audio-lingual method is the approach or strategy chosen by researchers in language teaching which emphasizes oral use of language. Within the domain of listening, this approach is regarded as effectively enabling students to actively engage in the listening process by means of repetition, discussion, and drill exercises. The objective of these activities is to enhance their proficiency in comprehending the language they hear. This approach or strategy is relevant to the challenges faced by students at SMA 09 Bengkulu City, where students have difficulty listening and understanding English. Hence, considering the provided background, it is evident that there exist several issues pertaining to listening proficiency at SMA 09 Bengkulu City. Consequently, the researcher is motivated

to undertake a study titled “**The Influence of Using the Spotify Podcast Application Toward English Listening Ability for Senior High School Students: (A Quasi Experimental Research Of Student’s Ten Grade At SMAN 09 In Bengkulu City)**”

B. Identification of the Study

Given the context of the issues outlined, it is evident that a significant portion of SMA 09 Bengkulu City students continue to face difficulties and mistakes, particularly in the domain of listening ability. To clarify the problem, the following is related to the identification of the problem described by the researcher:

1. Teachers pay less attention to students' listening ability so that students tend to get low grades in subjects related to listening due to lack of training and practice.
2. Insufficient infrastructure and the significant influence of audio media in the educational process result in certain pupils having inadequacies in vocabulary and sound comprehension.
3. Some students are confused when they hear several sentences in English.

C. Research Questions

Based on the problem identified, the researcher developed a research question, namely whether is there a significant effect of using the Spotify podcast application on students' listening ability between those who learn using the Spotify podcast application and those who do not?

D. The Objectives of the Research

The researcher asserts that the objective of this study is to examine the effect of Spotify podcast application on the listening ability of students from SMA 09 Bengkulu City.

E. The Significant of the Research

1. Theoretically

This research aims to enhance our comprehension of how digital audio technology, specifically the Spotify podcast application, might effectively enhance high school students' listening ability. Through active involvement of students in the Effect of this application, it is expected that this research result significant observations regarding the possible advantages of integrating digital audio technology in the educational environment. Furthermore, it is anticipated that the outcomes of this investigation will yield novel perspectives on the

influence of technology in influencing the forthcoming trajectory of education.

2. Practically

- a. In the field of education, this study can provide educational professionals with valuable information to enhance their understanding of the effect of the spotify podcast application on students' listening ability.
- b. For researchers as education students, this research can be useful to apply when teaching at school. Furthermore, this study is anticipated to achieve a more thorough and profound understanding of the effect of the Spotify podcast application on students' listening ability.

3. Further Research

This study aims to contribute to the existing body of knowledge on learning media relevant to high school English instruction.

F. Scope and Limitation of the Research

Researchers must identify constraints to the study based on the context and problem identification. Therefore, the researcher focused their efforts on investigating the influence of the spotify podcast application on the listening

ability of students from SMA 09 Bengkulu City. The objective is to determine the extent to which the Spotify podcast program influences students' listening ability.

G. Definition of Key Terms

This research encompasses numerous terms. In order to prevent any confusion regarding the research title, the researcher made an effort to provide clear definitions for several associated terms, which are as follows:

1. Spotify Podcast Application

Spotify is a platform and application created by the Spotify AB team in 2006, based in Stockholm, Sweden. Daniel Ek and Martin Lorentzon spearheaded the establishment of the company. The services or features provided by Spotify include videos, digital music and podcasts (Salainti & Pratiwi, 2021). A podcast itself is defined as an audio recording containing information that is uploaded to a particular website or portal so that it can be listened to by everyone (Geoghegan & Klass, 2008). In these findings, the Spotify podcast application is the application used to study the effect of using the Spotify podcast application on students' listening ability at SMA 09 Bengkulu City.

2. Listening Ability

Listening ability is the beginning of speaking ability (Nation & Newton, 2009). Apart from that, listening ability can also be defined as an ability that adds insight and information that underlies the communication process with other people (Walberg, 2004). As for according to (Richards & Schmidt, 2010), listening ability is the capacity to comprehend spoken language, which entails recognising the sounds uttered by the speaker, comprehending the intonation patterns, and interpreting the speaker's message. Within this study, hearing is defined as the capacity to comprehend and assimilate auditory information, then linking it to preexisting knowledge. The present study investigates the Effect of the spotify podcast application on the listening ability of students at SMA 09 Bengkulu City.