

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research questions, the purpose of the study, the delimitations of the study, the significance of the study, and the definitions of operational terms.

A. Background of the Study

English is a common language and is widely studied in the current era, it is very beneficial to be able to speak in English. The verifiable part of English as a worldwide method for correspondence can be the reason that English is required as one of the subjects educated at school (NamazianDost et al., 2017). English plays an important role in the world of education, especially in this era of globalization. In Indonesia, English is one of the subjects that must be studied at various levels of education. The importance of mastering English is also increasingly felt because this language is widely used in international communication, science and technology.

English is taught at every level of formal school, from elementary school, middle school, to high school. At the elementary school level there is usually more focus on introducing basic vocabulary and simple sentence structures. As students enter middle school, they begin to learn more complex grammar and understanding of communicating in English. At the high school level, learning English involves analyzing texts, deeper discussions, and mastering listening skills. Learning English is also getting easier with technology that supports various aspects of the learning process.

Technology plays an important role in learning English at school, helping to facilitate the teaching and learning process more effectively. With technology, teachers and students can access various English materials more easily. Advances in data and technology have revolutionized the approach to teaching and learning English; students can easily utilize their own electronic devices to learn English (NamazianDost et al., 2017). From English lessons there are four very important basic skills, namely listening, speaking, reading and writing. This statement is supported by Sa'adah (2020) who explains that these four skills are important elements in language learning. Mastery of these skills is necessary to improve the ability to communicate in English effectively.

Based on the four elements of English, listening skills is an important element in mastering English. In the English context, listening is considered the first skill to be used because it plays a role in the development of the other three skills. Listening helps in understanding input as well as in the development of other language skills (Shahid & Ali, 2017). This listening skill helps assess students' understanding in capturing the information conveyed when communicating. The importance of communication skills is highlighted by Shahid & Ali (2017), who explains that listening skills have an important role in communication and are an important aspect in the language acquisition process. Students often find it difficult to understand English conversations spoken at different speeds and intonations. This problem can limit their ability to communicate well in English in real life.

Learning in schools often focuses less on developing effective listening skills. In fact, listening skills are often ignored and receive less attention than the other three language skills. Sani et al. (2016) in their research stated that the English teachers interviewed stated that they and other English teachers in the school sometimes ignore listening activities in class for various reasons. The skills most often used in learning English in Indonesia are reading and writing, but listening and speaking skills are rarely used. This shows the need to develop more effective teaching materials and teaching methods for listening skills, as well as the importance of training teachers to teach students more effectively in schools, especially at the high school level. This is especially important considering possible weaknesses in listening skills caused by first language learning.

Students in high school are at an important stage in learning English, where listening skills will play a major role in supporting academic progress in English. The Challenges they often have include difficulty understanding the details of complex English conversations. In line with Rezaei (2018) which states that many Iranian language learners have difficulty in learning to listen due to various factors. Some of these are the speaking speed of native speakers which is difficult to follow as well as difficulties in interpreting and predicting the sounds, intonation used by native speakers. This is due to less listening practice in English.

To overcome these difficulties, more effective methods and media are needed for students to capture information and improve their listening

comprehension. Observations showed that listening activities had been carried out, but the intensity was still low and the material used was adjusted to the students' abilities to make it easier to understand. Although students enjoy these activities, methods such as dictogloss and podcast media have not been used before. Teachers more often utilize audio sources from textbooks, direct explanation in class, or occasionally use songs such as Bruno Mars' count on me as learning media. This opens up a great opportunity to implement an innovative approach based on the dictogloss method combined with podcasts to support more effective learning.

Podcasts are a new solution in English Education by providing audio content that can be accessed by teachers and students anytime and anywhere. Podcasts are multimedia which contain audio and are certainly useful in improving students' listening skills (Asyifah & Indriani, 2021). By frequently listening to podcasts, students can become exposed to various English speaking styles and accents, as well as expand their learning experiences outside the classroom environment. Podcasts allow the exploration of interesting topics according to students' interests, so that learning English becomes more fun. The use of podcasts, which often feature native English speakers, provides an opportunity for students to improve their listening skills through hearing more natural and contextual use of language.

The Dictogloss method is applied after or at the same time as students listen to podcasts because it is considered effective in helping students develop a deep understanding of the information they listen to. The study by Rahmi

(2016) shows that Dictogloss is one of the teaching methods that can help overcome the teaching and learning problems that have been mentioned. This method requires active participation in solving problems and critical thinking, encouraging students to be more active and increasing their confidence in using English communicatively, so that the material taught becomes easier to understand. The process begins with students listening to information from a podcast, then students are asked to write the information in their own words. The Dictogloss method is a combination of classic teaching techniques where listeners are required to reconstruct a text by listening and noting down keywords (Dista, 2017). This method will not only make them understand the contents of the Podcast, but also encourage students to think actively in reconstructing the information they hear.

This research has a clear main objective, namely to test how effective the use of Podcasts is as an English language learning tool among high school students. The main focus is to identify whether the use of podcasts can significantly improve students' English listening abilities. By utilizing Podcasts, students can become familiar with various speaking styles and accents used in real situations, while practicing active listening, capturing details, and understanding the context of audio content. Apart from that, this research will also assess the effectiveness of the Dictogloss method as an approach after listening to Podcasts. The Dictogloss method involves students re-describing the information heard by students, thus improving understanding and application of everyday English. This study is expected to provide insight

into the application of podcasts and the Dictogloss method in improving English learning in senior high schools.

Previously, there have been many studies stating that the use of Podcasts has a positive impact on EFL students' listening comprehension. The impact in question is the significant impact that students feel when using Podcasts in listening comprehension. Research conducted by NamazianDost et al. (2017) was proven successful in increasing listening comprehension when using podcast media. Other research is research conducted by Asyifah & Indriani (2021) in their research, the use of podcasts has been shown to be successful in improving students' listening comprehension in English, with the majority of students agreeing that podcasts were effective in improving their listening comprehension and recommending the use of podcasts in language teaching. Podcasts not only improve students' listening comprehension in English, but also arouse their interest and motivation in learning, thereby creating a more interactive and enjoyable learning experience.

Regarding the use of the Dictogloss method, there is several research that supports whether the use of this method is successful in influencing students' listening comprehension. Rezaei (2018) research shows that the use of the dictogloss technique succeeded in improving students' listening skills. The results of this study show that the experimental application of dictogloss has a positive impact on students' listening comprehension. Other research that supports that the Dictogloss method is successful is research conducted by Salih (2023). Research conducted by Salih (2023) showed that the Dictogloss

method is effective in improving students' listening skills, including understanding, summarizing, and reducing anxiety. The experimental group using Dictogloss shows significant improvements compared to the control group, which shows the effectiveness of this method in foreign language learning. Thus, the use of the Dictogloss method has proven to be effective in improving students' listening skills in improving English listening comprehension.

Based on previous research, the results of research by Sani et al. (2016) showed that the use of podcasts combined with the dictogloss method procedure proved effective in improving students' listening comprehension. The experimental group taught to listen using both of these experienced a significant increase in listening comprehension compared to the control group. Aspects of listening comprehension, such as detailed understanding and inferential ability, showed significant improvement after being treated with the use of the Dictogloss method incorporated with podcast. However, what is different from this study is that the duration of podcast use also affects the improvement of listening comprehension. In addition, this study fills the research gap by applying the experimental concept using a control class, where in previous studies it has not specifically highlighted how the difference in treatment between experimental and control classes affects learning outcomes in detail. The context of this study was also conducted in different senior high schools, allowing for a comparison of the effectiveness of methods in different learning environments. While Sani et al. (2016) used podcast media without

explaining in detail the type used, this study specifically evaluates the effectiveness of the podcasts, which focuses on specific audio sources to improve students' listening comprehension. Thus, this study expands the understanding of the factors that influence the effectiveness of podcast media combined with the dictogloss method in listening learnings.

This study was conducted to determine the effectiveness of using Dictogloss method incorporated with podcasts in developing English teaching methods at the Senior High School level. The results of this study are expected to provide practical guidance for educators to integrate both into daily classroom learning, whose main focus is to improve the English listening comprehension of Senior High School students. The introduction of audio technology and innovative learning methods are expected to significantly improve students' English listening comprehension. This research is also expected to make a significant contribution to language education, by presenting a new approach that can be applied in various contexts. In closing, it is hoped that this research can provide a deeper understanding of the effectiveness of using podcast media combined with the dictogloss method in English language education at the Senior High School level.

B. Delimitation of the Study

This study is limited to the effect of using the Dictogloss Method incorporated with Podcast Media on English listening skills among EFL students at the high school level. The focus of this study is to identify how the two can affect EFL students' listening skills in the context of English language

learning in high school. In addition, this study also examines how the application of the two can help students understand the audio material and improve their ability to listen to and interpret information presented in English.

C. Research Question

Based on the research background that has been described, the researcher identifies the problem formulation underlying this study: Does the use of the Dictogloss method incorporating with podcasts have better listening comprehension than conventional teaching of tenth grade students of MAN 4 Madiun?

D. Purpose of the Study

This study objective is to evaluate whether students who use the dictogloss method incorporating podcasts have better listening comprehension than the students who do not use it. Therefore, this study will assess the effectiveness of incorporating the two in improving the English listening skills of tenth grade students in senior high school.

E. The Significance of the Study

It is hoped that the results of this study can contribute to students, teachers, further researchers and readers, especially regarding the Dictogloss Method incorporating with Podcast Media in listening comprehension.

1. For Students

The results of this study are expected to help students in improving listening comprehension by providing additional references in learning.

With the application of the Dictogloss Method incorporated with Podcast Media, students are expected to more easily understand listening material and be more active in the learning process.

2. For Teachers

The results of this study are expected to provide benefits for English teachers, especially in teaching listening skills in the classroom. The Dictogloss method incorporated with Podcast Media can be used as an innovative alternative in improving students' listening comprehension more effectively and interestingly.

3. For Researchers

The results of this study are expected to provide insight into the effect of using the Dictogloss Method incorporating with Podcast Media on students' listening comprehension. The results of this study can be a reference for further research, especially in exploring the application of these two in the development of listening skills and other language skills.

F. Definition of Operational Term

1. Listening Comprehension: A student's ability to listen and understand information conveyed through various types of audio or spoken text, in English.
2. Dictogloss Methods: A teaching method that involves students listening to a text or audio, noting key words, and then reconstructing the text, thus improving their active listening skills and understanding of the context of the given audio material.

3. Podcast: Audio media that can be accessed online, usually containing conversations, stories or radio programs. Podcasts can be used as an English learning tool as they help students become familiar with different ways of speaking and accents in English.