

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Listening is a crucial linguistic skill that enhances English learners' capacity to acquire a second language. Listening is the ability to recognize and understand its meaning. It builds learners' compatibility in their understanding of the language (Nisa et al., 2022). The ability to listen enables us to grasp the true essence of information. It may be inferred that listening talent was crucial for the learners to be mastered. Nonetheless, listening is thought to be the hardest language skill to acquire, despite its importance. It was impossible to exaggerate the value of listening when learning a language. We internalize linguistic knowledge through acceptance; without it, we were unable to make language. Many English students do not give listening comprehension enough thought in their lectures because it has been repeatedly stressed as a crucial component of language instruction.

A domain of hearing study concerning technological integration involved the creation of listening materials through the utilization of multimedia technologies. It was a primary component and trend in enhancing the development of foreign language teaching materials globally. Teachers can utilize a wide range of multimedia resources, like YouTube and recorded TV shows from the internet, to help students improve their listening comprehension when teaching English. The listening materials almost involve many aspects of life. It means that they contain many things dealing with our daily lives. Establishing criteria before using

recorded material in a listening lesson was a smart concept for instructors. Initially, the curriculum functioned as the foundation for the development of instructional materials. The utilization of these materials is contingent upon their capacity to facilitate the realization of the stipulated instructional objectives, as delineated within the prevailing curriculum and syllabus. Secondly, the evaluation criteria encompassed various parameters such as language, length, content, style, speed of delivery, delivery style, and the quality of the recording. The third one was content. In the initial stages, it was imperative to employ plain, straightforward content to mitigate the students' burdens. (Qodir et al., 2016). To accommodate various learning styles and maintain student motivation, it was crucial to include a range of resources, including educational podcasts, lively discussions, and real-life scenarios. Teachers can develop a well-rounded strategy that improves listening skills while retaining students' interest by fusing amusing and instructive content (Harmer 2007).

The phrase "podcast," which combines the words "iPod" and "broadcast" in English, refers to "audio or video that was recorded in the target language and then uploaded to a podcast server for use in teaching." Podcasts is recorded in the form of audio (MP3) or video (MP4) uploaded to the internet and can be downloaded via a computer, mobile devices, MP3/MP4 players, and cameras and can be listened to at any time as reported (Güler, S., & Özkan, 2018). This accessibility makes podcasts an effective tool for language learning, as they provide students with an authentic listening experience that can improve their comprehension ability. In

addition, the variety of topics available on podcasts allows students to choose content that suits their interests, thus making the learning process more interesting and relevant.

The researcher used the Podcast application as a medium for developing listening materials to improve students' ability to understand English effectively. Podcasts can help students understand the material provided and increase their focus on something (Pratiwi et al., 2019). Students who listen to podcasts were exposed to news articles, conversations from real-world situations, lectures, and other spoken English, which improves vocabulary retention and understanding. Podcasts' flexibility, which enables students to listen whenever and wherever they choose, also helps students practice regularly and solidify previously taught material, which improves their performance on listening assessments and in social situations.

The result indicates that the preliminary observation that the researcher found at Grade eight in MTs Negeri Tanjungpinang. When the researcher interviewed the English teacher regarding what the problems were in the implementation of learning in the classroom, the English teacher said that there were students who were active and also fun, but there were still passive students who did not understand the listening material which made students lack in vocabulary. Most of the students lack in vocabulary. The following text is intended to provide a comprehensive overview of the subject matter. The subsequent analysis is predicated on the results of the aforementioned questionnaire that was distributed

to students, the result obtained were the methods used by teacher when teaching in class were very common, such as lectures, discussions, and question-answers. So that students feel bored and less interested in listening to the lesson material delivered. The media used were also very common, such as speakers, printed books, and student worksheets (LKS).

The use of media that was new to students, the delivery of interesting material, and fun teaching can increase student motivation and engagement in the learning process. By integrating technology such as podcasts, students were not only more enthusiastic about participating in lessons but also more easily understand and remember the learning material presented. With this new learning media for students, it was hoped that it can help or improve students' understanding of the learning material. In addition, with the existence of this material development podcast, researchers hope that this can be an auxiliary material for teachers in delivering material in class. Therefore, the researcher wrote a study entitled **‘Developing Listening Materials Using Podcast for 8th at MTs Negeri Tanjungpinang’**.

1.2 Identification of The Problem

Based on the above-mentioned background data, the researcher came to an additional conclusion:

1. Classroom media utilized for instruction was too general

2. The students' interest in the subject of low English, especially in listening

1.3 Research Questions

Based on identifying the problem above, the research question could be formulated as “How to develop the listening materials using podcast of 8th grade students at MTs Negeri Tanjungpinang?”.

1.4 Research Objective

According to the aforementioned study question, the objectives to develop listening material using podcast at grade eight at MTs Negeri Tanjungpinang.

1.5 Specification of Product

1. This product was designed on Spotify for podcasters' links or applications, and listening can be accessed via the link or Spotify application.
2. Podcasts containing listening material development can be heard anytime and anywhere.
3. The listening material developed focuses on Asking and Giving Opinion material.
4. The listening material using podcasts can used for teachers and students.

1.6 Significances of Study

This study tried to develop listening material using podcasts for grade eight at MTs Negeri Tanjungpinang. The findings of this study were expected to contribute as follows:

1.6.1 Theoretical Significance

The theoretical significance of this study was hope to give benefit for teachers and students by developing listening material using podcasts at grade eight in MTs Negeri Tanjungpinang.

1.6.2 Practical Significances

a) Students

This research was beneficial for students, especially for grade eight. The students can use the developed listening materials to improve their understanding of the material and also improve their listening skills.

b) Teachers

This research was useful for all teachers, especially for English teachers. The teachers can use the developed listening materials to teach in class.

c) Other researchers

For other researchers, it can provide supplementary knowledge in subsequent studies within the same topic or development.

1.7 Assumption and Limitation

It was assumed that the development of audio-listening content via podcasts as a means of requesting and providing education can support and enable educators to present information and educate them about the newest technological advancements in educational media. Furthermore, it was expected that using new media and technology would motivate students more and make English lectures easier for them to understand. The creation of this listening material was then restricted to content for grade 8 students who want to ask questions and express opinions.

1.8 Definition of Key Terms

1) Listening

The term "listening" was used to describe the capacity to recognize and understand the information that others have expressed. This process involves not only understanding the meaning of the message, but also the speaker's accent or pronunciation, their use of grammar and vocabulary, and their

grasp of the underlying meaning.

2) Podcast

A podcast was an online collection of digital audio recordings that listeners may stream or download. It can be produced as audio-only or include video elements, and it was often distributed using Really Simple Syndication (RSS) feeds, which automate the delivery of new episodes to the subscriber.

3) Material Development

The development of materials in language education encompasses a variety of processes and principles aimed at the creation of effective teaching resources.

