

# CHAPTER I

## INTRODUCTION

### **A. Background of study**

Listening skill is one of the four skills is listening (reading, writing, and speaking skill). According to Rost (2002), listening is the most important skill for language learning as it's used routinely in daily life and develops faster than other language skills, emphasizing that it enables the development of other language skills. Ability can be increased, improve, even trained through many ways. The way use may be in line with the objectives so that everything can run in harmony.

In learning English, Listening is one of the most important skills that students should be able to master when learning English. Especially for students whose first language is not English. When the student listens to the native speaker's accent, rhythm, and intonation while speaking they are have difficulty. As a teacher, teacher have to teach listening comprehension to the students in order for them to understand what the native speakers says. Poelmans (2003:3) said that “listening comprehension is addressed by emphasizing comprehension of the overall meaning of the message.”

On the other hand, teaching listening is not easy. One of the main issues with practicing listening is that students' attention is easily. As a result, the teacher should have appealing listening teaching media to pique their students' interest during listening practice. However, good teaching media can pique students'

interest and encourage them to learn (Heinrich, 1993).<sup>1</sup> Furthermore, listening is the very first step that people take when learning English. The first step in speech perception is the auditory step, in which listening is important for receiving information. Gold also stated that “Listening is the first skill that students should learn because it is the most fundamental of the four major skills of language development.”<sup>2</sup>

Listening is regarded as a difficult skill, particularly for students who are rarely exposed to English in their daily lives. As according Goh in Selin and Ozgur's studies on listening in the field of second and foreign language learning, listening is one of the most difficult skills for language learners. Besides that, listening is crucial for people to provide effective communication.<sup>3</sup>

As according Renandya and Farrell, there are several reasons for students' listening problems, such as a lack of background knowledge about the English audio content due to a lack of vocabulary knowledge, difficulties recognizing different accents, losing focus in the middle of the audio, and the use of unattractive media.<sup>4</sup>

When the researcher conducted the observation, she found the problem presented in above SMA Negeri 2 Kisaran. There are several things to consider when teaching

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<sup>1</sup> Larry Vandergrift., Christine C.M. Goh, “*Teaching and Listening Second Language Listening*”, (New York: Routledge., 2012) p.4

<sup>2</sup> Yvonne Gold, “*Teaching Listening? Why Not?, Elementary English*”, 52, 1975, p. 422.  
<http://www.jstor.org>.13-01-2017

<sup>3</sup> Selin Yildirim., Ozgur Yildirim., “*The importance of listening in language learning and listening comprehension problems experienced by language learners*”. Universitas Egitim Fakültesi Dergisi journal (2016) p.2010

<sup>4</sup> Willy.A Renandya., Thomas S.C Farrell, “*Teacher, the tape is too fast Extensive listening in ELT*”, ELT Journal (2010), 54

listening. First, the class has placed a greater emphasis on reading ability. The second issue is the limited time available for teaching listening. The third limitation is the scarcity of supporting tools for teaching listening, such as speakers. The final point is that students do not understand the audio content. When the teacher played the audio, many students did not understand it.

The Indonesian government gradually developed and modified the curriculum to meet the needs of students and to be relevant to the current global situation. The current curriculum in Indonesia is curriculum of 2013.

The 2013 curriculum was developed using the competency-based curriculum theory, which engages students in vastly improving their competence, knowledge, and positive attitude. This curriculum provides integrated materials for students to actively participate in the process of learning and teaching English.

Media plays an important role in learning and teaching activities. Students can benefit from media when learning to listen. According to Harmer, media can help students learn to listen. Furthermore, media can assist students in meeting previously established instructional objectives. The media can also assist the teacher in transmitting information and conveying a message to the students. Furthermore, there are several advantages to using media in teaching learning activities, one of which is that students will be more captivated by the materials and motivated to learn in teaching-learning activities that use media. A good atmosphere should be created by the teacher to engage student interest in the teaching learning process.

One of the most important roles of a teacher is to provide students with interesting methods and media. The use of audio aids as a media in the classroom to assist the teacher in creating a good atmosphere.

Because of technological advancements, language teachers' jobs have become easier in recent years. Language teachers can obtain listening material in a matter of minutes. The language teacher can also easily obtain listening materials from the internet. Some media, such as audio aids, audio-visual aids, and so on, can be used in the listening learning process. Radio, music, podcasts, and other audio aids are examples. While video, film/movie, television, and other forms of audio-visual media are examples of audio-visual media, The new device is being raised in language teaching due to technological advancement.

According to Ranasinghe and Leisher, integrating technology into the classroom begins with the teacher using technology in meaningful and relevant ways to prepare lessons. Technological aids should be used to help with the teaching and learning process.

Podcasts which are one type of audio aid, play an important role in motivating students to listen to the learning process and making the learning environment more interesting. Podcasts are especially well-suited to the practice of extensive listening, with the goal of motivating students to listen. Podcasts provide an excellent opportunity for both students and teachers. It is now much easier to use podcasts.

This can meet the needs of various learners. Learners can download these on their own. By using a podcast, students are expected to be more interested in having a

listening class. They will also be given more opportunities to practice listening, which in turn will make them attend the listening class. Especially in pandemic era all of teaching and learning activities was stopped by the government or offline learning, of course that case made teachers more attractive in making interesting learning on e-learning maybe by WhatsApp group, Zoom, Google classroom etc. that's why researcher has chosen podcast as media in English teaching listening because Nowadays, it is much easier to use podcasts. On mobile, there are numerous podcast applications. or students can change video format into MP3 format or teacher can download podcast mp3 then sent into their e-learning platform.

Therefore, considering the explanation of using and types of audio aids the The researcher wishes to conduct research under the title “Improving Students’ Ability at Listening Through Audio Aids”.

### **B. Identification of Problem**

Based on the background that has been explained above, there are several the problems that are identified:

1. Lack of student’s ability at listening skill
2. The unattractive media used
3. Lack of vocabulary

### **C. Limitation of the Study**

According to the problem that has been mentioned above, the researcher limits this study into improving students’ ability at listening through audio aids especially

listening skill at the eleventh grade of SMA N 2 KISARAN in academic year 2021/2022.

**D. Research Question**

1. How is the students' listening skill ability before applying audio aids?
2. How is the implementation of audio aids in the listening teaching and learning process?
3. How is the students' listening skill ability after applying audio aids?

