

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Concept of Podcast

There are some definitions of podcast stated by some experts. Based on Heilesen, podcast can be defines as the audios and videos that shared and published online or through the internet.<sup>13</sup> Kidd & Chen also states that podcast is often described as an audios or videos in internet that can be downloaded and played on a mobile device.<sup>14</sup> Podcast is usually listened to on portable devices such as smartphones, laptops, tablets, and MP3 players.<sup>15</sup> It can be concluded that podcast is audios and videos that shared and published online or through the internet that can be downloaded through portable devices.

Furthermore, Gromik claims that in non-English speaking contexts, podcast provides learners with "full access authentic resources".<sup>16</sup> In addition, Hubackova states that downloading podcast requires portable devices and an internet connection, and they are often

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<sup>13</sup> Simon Heilesen, "What is the academic efficacy of podcasting?". *Computers & Education*. Vol. 55 No. 3, 2010, p. 1064.

<sup>14</sup> Terry Kidd and Irene Chen, *Wired for learning: An educator's guide to web 2.0*, (Charlotte, NC: Information Age Publishing, 2009), p.21.

<sup>15</sup> Hamid Reza Kargozari and Narges Zarinkamar, "Lexical development through podcasts". *Procedia - Social and Behavioral Sciences*. Vol. 98, 2014, p. 840.

<sup>16</sup> Nicolas Gromik, "EFL learner use of podcasting resources: A pilot study". *The JALT CALL Journal*. Vold. 4 No. 2, 2008, p. 50.

free and ad-free, which is perfect for teachers' needs.<sup>17</sup> It means that podcast has a 'real life listening' experience that all foreign language listeners can take advantage for teaching listening skill.

Therefore, podcast is often free and ad-free audios and videos that shared and published online or through the internet that can be used by teachers as media of teaching listening skills. In this study, the researcher will use educational podcast in the form of audio from British Council Podcast.

## 2. The Concept of Song

According to Hornby (1995), a song is a piece of music with words that is sung, and the words should have a positive or fascinating sense that can make people enjoy themselves more. Song lyrics can help to develop phonetics, vocabulary, and grammar by allowing words to be sung to a melody.<sup>18</sup> Moreover, Futonge (2005) states that in only a few rhymes, a song can blend culture, vocabulary, listening, grammar, and act as a moderator for other language skills.<sup>19</sup> Furthermore, Jamalus (1988) claims that song are sounded (sung) with the accompaniment of musical instruments may be considered works of art. In can be concluded that

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<sup>17</sup> Sarka Hubackova, "The use of podcasting in university education". *Procedia - Social and Behavioral Sciences*. Vol. 83, 2013, p. 310. <https://doi.org/10.1016/j.sbspro.2013.06.060>

<sup>18</sup> Albert Sydney Hornby, *Oxford advanced learners dictionary*, (Oxford: Oxford University Press, 1995), p. 56.

<sup>19</sup> Kisito Futonge, *Using English videos and music in EFL, ESL Classrooms*. (ESL Magazine: Read & Publish ESL Articles, 2005), p. 12.

song is a poem composed of words and rhythm, accompanied by instrumental accompaniment.<sup>20</sup>

In addition, song is a good tool to use in a lesson because it can provide a relaxing learning environment and make the learning process more enjoyable for students. Students will be more likely to practice their listening skills without any pressure if they learn vocabulary through song and make students easier to remember new vocabulary and make the learning process more interesting.

The song choices are crucial, and the teacher should be considered in order to successfully teach listening in the classroom. There are three suggestions made by Kahraman (2008) that could be considered while choosing a song: (1) Song lyrics should be simple and audible, not covered by ambient music, and the sound quality should be sufficient enough for students to hear clearly, (2) The song's vocabulary load should be sufficient for the student's proficiency level because many songs, especially rap or hip hop songs, use inappropriate words such as swearing or insulting people or things, and it's possible that students would use those words in their everyday lives, and (3) Since many songs contain offensive lyrics like sex, narcotics, and violence that may confuse students, songs should be pre-screened for potentially objectionable material or inappropriate religious allusions.<sup>21</sup> Therefore, in this study,

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<sup>20</sup> Jamalus, *Buku pengajaran musik melalui pengalaman musik/ Jamalus*, (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), p. 25.

<sup>21</sup> Volkan Kahraman, "*The use of songs in improving listening comprehension in English*". *Dil Dergisi*. 2008, p. 45. [https://doi.org/10.1501/Dilder\\_0000000093](https://doi.org/10.1501/Dilder_0000000093)

the researcher chose the song based on moral principles, but tempo and genre were also factors in the decision.

### 3. The Concept of Listening Skill

According to Underwood, listening can be defines as the act of paying attention to and attempting to understand what we hear.<sup>22</sup> Moreover, Purdy explains listening as the active and complex process of attending to, perceiving, understanding, recalling, and reacting to the wishes, concerns, and knowledge shared (verbally and non-verbally) by other people.<sup>23</sup> Furthermore, Rost defines listening as receiving what the speaker actually means, designing and representing meaning, negotiating and reacting to meaning with the speaker, and generating meaning through participation, creativity, and empathy.<sup>24</sup> In other words, listening can be interpreted as the active act of paying attention and understanding what we hear verbally and nonverbally from other people. In the Noble Qur'an, Allah SWT says:

وللاهِ أخرج  
مَنْ وَاهمَّ  
نَه ل تَعْلُ  
هَلْ وَجَعَلْ لَكُمْ  
بِكُمْ وَاهمَّ  
ط ط ك م

السمع ل صار  
ف د ف  
م تشكر ون  
ع ل  
ب و  
وا  
و

“And Allah brought you out of your mother's womb knowing nothing, and He gave you hearing, sight and conscience, so that you may be grateful.” (An-Nahl:78).

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<sup>22</sup> Mary Underwood, *Teaching listening*, (New York: Longman, 1989), p.34.

<sup>23</sup> Michael Purdy, *Listening in everyday life: A personal and professional approach*, (Lanham, MD: University Press of America, 1997), p.22.

<sup>24</sup> Michael Rost, *Teaching and researching listening*, (London, UK: Longman, 2002), p.6.

From verse above, Allah SWT requires us to use our hearing to increase the insight we have so that we can be grateful for everything He has given.

Based on Mendelsohn, the ability to understand native speakers' spoken language is known as listening skill.<sup>25</sup> Moreover, O'Malley & Chamot explains listening skill is an active and aware mechanism in which the listener builds meaning from contextual information and prior experience while relying on various strategic tools to complete the task.<sup>26</sup> In addition, Widdowson claims that listening skill is the ability to comprehend the spoken language of a specific phrase that will be used in a conversation.<sup>27</sup> It means that the listener needs to understand the context of the sentence, pronunciation, grammar, vocabulary, and the meaning from the speaker. In other words, listening skill is the ability to understand the context, pronunciation, grammar, and vocabulary in a conversation to grasp the meaning from the speaker.

## B. Previous Study

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There are several comparative studies comparing audio and video on the students' listening skills. The first previous study was conducted by Puspita et al. in 2014 with title “A Comparative Study of Students' Listening

<sup>25</sup> David Mendelsohn, *Learning to listen: A strategy-based approach for the second*

*language learner*, (San Diego: Dominie Press, 1994), p.32.

<sup>26</sup> Michael O'Malley et al., "*Listening comprehension strategies in second language acquisition*". *Applied Linguistics*. Vol. 10 No. 4, 1989, p. 420.

<sup>27</sup> Widdowson, *Teaching language as communication*, (New York: Oxford University

Comprehension Taught Through Video and Audio".<sup>28</sup> The researcher used the first-grade students of SMP Negeri 26 Bandar Lampung as the object of the study to find out if there is a noticeable difference in students' listening comprehension after they have been taught through video and audio tape and to find out which media is better to boost student's listening comprehension. The findings of the study show that for students who were taught by video and those who were taught through audio, there is a noticeable difference in their listening comprehension achievement and teaching listening through video is more successful in increasing their listening comprehension because video can create a more pleasant listening environment in the classroom.

The second previous study was conducted by Rahmatian & Armiun in 2011 with the title "The Effectiveness of Audio and Video Documents in Developing Listening Comprehension Skill in a Foreign Language".<sup>29</sup> The researcher used 44 adult learners who are M.A. students of French language at Tarbiat Modares and Azad Universities, Tehran, Iran as the object of the research to compare the impact of audio and video documents on foreign language listening comprehension. The experimental approach was used to conduct this study. The result of the study shows that in certain cases video documents help students understand the material better than audio documents.

<sup>28</sup> Logi Bellamari Puspita et al., "*A comparative study of students' listening comprehension taught through video and audio*". *UNILA Journal of English Teaching*. Vol. 3 No. 8, 2014, p. 9.

<sup>29</sup> Rouhollah Rahmatian and Novid Armiun, "*The effectiveness of audio and video documents in developing listening comprehension skill in a foreign language*". *International*

The third previous study was conducted by Ananda in 2019 with the

title “A Comparative Study Between The Listening Comprehension Of The Students Of English Language Department Using Video And Audio”.<sup>30</sup> The researcher used 30 of 98 students randomly from the third semester students of English Education Department UIN Alauddin Makassar in take academic year 2016/2017 as the object of the study to determine the major gap in students' listening comprehension at the English Education Department by using video and audio and to figure out which media is best for students' listening comprehension at the English Education Department. The finding of the study shows that in the first test, students' listening comprehension was significantly difference by using video and audio, while in the second test, students' listening comprehension was not significantly difference by using video and audio. Also, using video as a media to improve students' listening comprehension is preferable rather than using audio, particularly for English Education Department students.

The last previous study was conducted by Sulaiman et al. in 2017 with the title “A Comparison Of Students’ Performances Using Audio Only And Video Media Methods”.<sup>31</sup> The researcher used 150 students non-English major but taking English proficiency that focused on listening in University M as the object of the research to look at the major differences between

<sup>30</sup> Putri Ananda, Thesis: “A comparative study between the listening comprehension of the students of English Language Department using video and audio” (Makassar: Alauddin State Islamic University of Makassar, 2019), p.19.

<sup>31</sup> Sulaiman, “A comparison of students’ performances using audio only and video media methods”. English Language Teaching. Vol. 10 No. 7, 2017, p. 208.

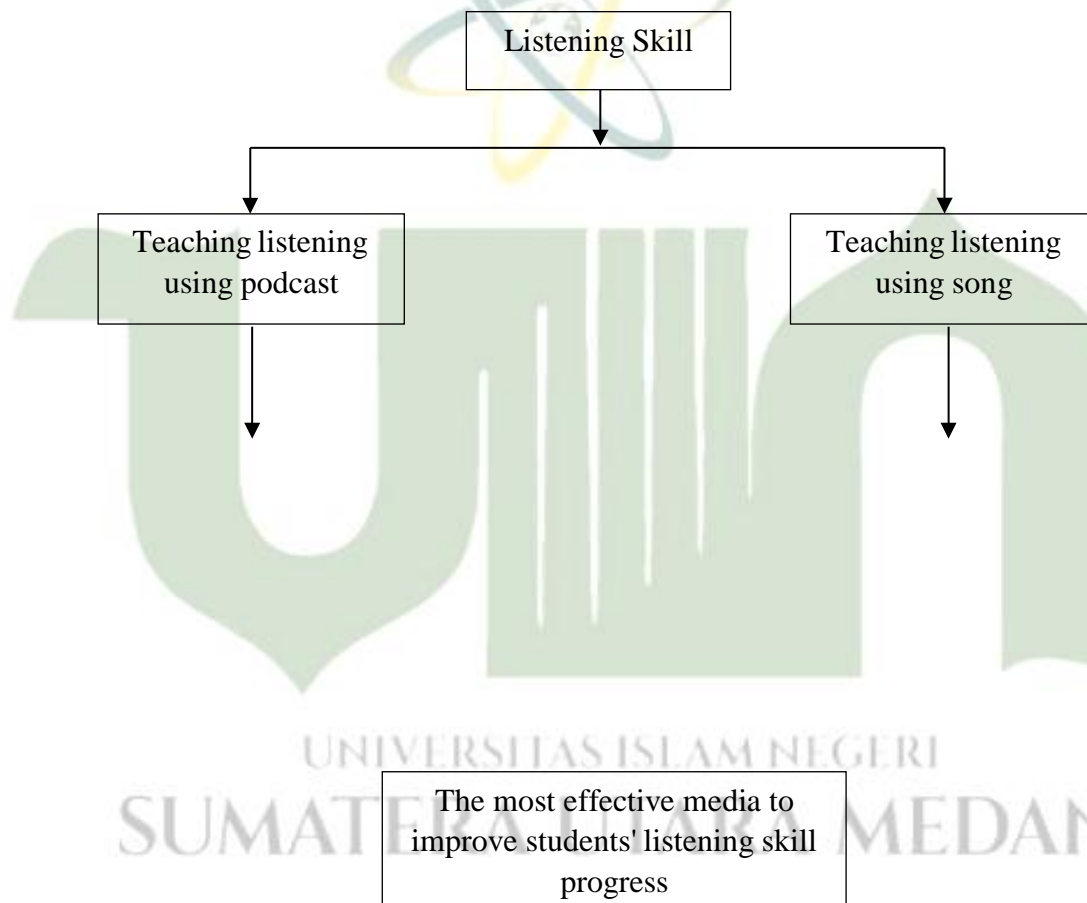
conventional (audio-only) and video media methods in terms of student success. The result of the study shows that as compared to the audio-only form, the majority of students scored higher when using video media.

There are three gaps in this study with previous studies. The first gap is that this study uses a different research object, namely using Madrasah

Aliyah students or equivalent to SMA while in the previous study using junior high school students and college students. The second gap is that this study will use a different media than the media used in previous studies which podcast that will be compared to song whereas the comparison of those two media has not been done much before. The third gap is this research will be conducted online while the previous research was conducted offline or face to face.

### C. Conceptual Framework

The conceptual framework of the research is as follows:





The main focus of this research is students' listening skill progress. The objective of this research is to find out the most effective media between podcast and song that can be used to improve students' listening skill progress. Therefore, the researcher was use two media as the teaching learning media which are podcast and song. After teaching, the researcher was conduct a test to get the listening scores from the students. Afterward, theresearcher will compare the results of the podcast test and song test. After making a comparison, the researcher was make a conclusion about the research finding and stated the final finding of this research.

#### **D. Hypothesis**

Based on the conceptual framework above, the hypothesis in this study is as follow: song will be the most effective media in providing listening skill progress at Madrasah Aliyah Negeri 1 Medan.