IMPROVING STUDENTS' ENGLISH LISTENING COMPREHENSION THROUGH VIDEO ONLINE PODCASTS

A THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education

By

IKA NANDAYANI
SN: 2519060

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

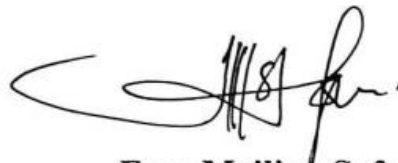|		
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 09 Juni 2023
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MOTO & DEDICATION

Man jadda wajada.

Siapa yang bersungguh-sungguh, akan berhasil.

(Ahmad Fuadi)

Intelligence plus character- that is the goal of true education

(Martin Luther King Jr)

Keberhasilan terjadi jika ada niat, usaha dan doa.

Pada satu kesempatan baik pasti akan tercapai

(Penulis)

Kupersembahkan Untuk:

♦ Kedua orang tuaku Bapak Margino
& Ibu Laelatul Izza terkasih

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♦ Dosen Tadris Bahasa Inggris

♦ Teman-teman TBIG seperjuangan

♦ Almamaterku

ABSTRAK

Penelitian ini dilakukan berdasarkan permasalahan yang ditemukan peneliti dalam proses pembelajaran. Kemampuan mendengarkan dalam bahasa Inggris yang masih rendah dan proses pembelajaran yang kurang siswa minati karena guru menggunakan metode konvensional yang monoton. Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan video online podcasts mampu membantu dalam meningkatkan kemampuan menyimak siswa kelas delapan SMP Islam Comal di Pemalang dengan mengidentifikasikan masalahnya yang dirumuskan: 1). Bagaimana guru menggunakan video online podcasts dalam pembelajaran menyimak?, 2). Bagaimana video online podcasts meningkatkan kemampuan listening comprehension siswa?.

Penelitian ini menggunakan metodologi penelitian tindakan kelas dalam dua siklus. Peneliti mendeskripsikan rencana, tindakan, observasi, dan refleksi kemudian membuktikan hasilnya dengan menggunakan wawancara guru bahasa Inggris dan siswa. Penelitian ini juga menggunakan observasi, wawancara, dan dokumentasi sebagai data pendukung. Pesertanya berjumlah 34 siswa, terdiri dari putranya dan putri. Hasil penelitian ini adalah siswa tertarik untuk belajar menyimak dan penggunaan video podcasts mampu mempermudah siswa selama proses pembelajaran mendengarkan. Mereka mampu berpartisipasi dalam kelas dan menciptakan kelas yang interaktif selama proses pembelajaran berlangsung. Data pendukung (pre-test dan post-test) juga menunjukkan nilai tes siswa meningkat.

Kata Kunci: Siswa SMP, Video Online Podcasts, Pemahaman Mendengarkan

ABSTRACT

This research was conducted based on the problems found by researchers in the learning process. The ability to listen in English is still low and the learning process is less interesting for students because the teacher uses conventional, monotonous methods. This study aims to find out how the use of online video podcasts can help improve the listening skills of eighth-grade students at Comal Islamic Middle School in Pemalang by identifying the problems formulated: 1). How does the teacher use Video Online Podcasts in teaching comprehension?, 2). How does Video Online Podcast improve the students' listening comprehension?.

This study uses a classroom action research methodology in two cycles. Researchers describe plans, actions, observations, and reflections then prove the results by using interviews with English teachers and students. This research also uses observation, Interview, and documentation as supporting data. The participants numbered 34 students, consisting of sons and daughters. The results of this study are that students are interested in learning to listen and the use of video podcasts can make it easier for students during the listening-learning process. They can participate in class and create interactive classes during the learning process. Supporting data (pre-test and post-test) also shows an increase in student test scores.

Keywords: Students of Junior High School, Video Online Podcasts, Listening Comprehension

PREFACE

Bismillahirrahmanirrahim

Praise and gratitude sent to Allah SWT who has bestowed His mercy, Taufik and inayah and bestowed on me guidance, health, and patience so that I can write my research proposal process entitled **"Improving Students' English Listening Comprehension Through Video Online Podcasts"** can be complete. This was submitted to the English Education Department, UIN KH Abdurrahman Wahid Pekalongan as one of the requirements to fulfill the Thesis course. The research that has been proposed can be carried out because of the support from several people. Therefore, on this occasion, I would like to express my deepest gratitude to:

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The Writer

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CHAPTER I

INTRODUCTION

1.1 Background

Humans cannot speak before listening, which can be observed during toddler development. They often gather vocabulary from what they hear and see as they interact with their mother and the people around them. Wallace et al (2000) wrote that listening is a very good and important skill because it allows people to gain insight, understanding, knowledge, and information as well as successfully communicate with others. Therefore, listening skills are a very important language skill that saves simple processes. Listeners must distinguish between sounds, capture and understand vocabulary and grammar, stress and intent, and memorize and structure weights.

Listening skill is the basic process of communication, listening is meant to help a person improve their listening skills. In general, a child will use language that is often heard or listened to in everyday life. By listening, one can find the exact information conveyed by others. During classroom learning, most of the time spent by students is listening and listening activities. In general, everyday students use 55% of their communication time to listen, 23% to speak, 13% to read, and 8% to write (Sultan and Akhmad, 2020).

Listening skill is the initial language skill possessed by humans, these skills form the basis of the three language skills namely speaking, reading,

and writing. In the early stages of life, children first learn to understand spoken language hear and listen from the closest environment, namely from the father, mother, or brother at home. By listening, children learn language from spoken language that is heard repeatedly, then if students do not have good listening skills, students will have problems understanding other language skills such as speaking, reading, and writing. listening is the ability to identify and understand what other people are saying. For learners, listening is about how the spoken language becomes input which is the first step in learning a new language. So, according to Saricoban (2016), listening is the first stage in learning a language through understanding verbal communication.

Aspects of listening or listening are the most difficult aspect for studied students, this is because when students listen to the word or sentences in English conversation is influenced by the accent of the teacher as well as the learning media used. Students are already accustomed to the accent that is usually spoken by the teacher or someone in the surrounding. Using technology in learning can help students learn English using their native accent, such as using YouTube media, films, tapes, music, audio recordings, and so on.

In recent decades, one of the most exciting changes in education has been associated with "technology". There was some debate about the effectiveness of the technology, present (eg Kleiman, 2000; Kozma, 1999) and most researchers agree that the technique can be used. It is effective not only as a

cognitive tool but also as teaching material. For example, Bruce and Levin's (2001) technology suggests that it may be useful in the classroom by encouraging inquiry. Communication support, educational product creation, and student self-expression support.

Innovative approaches to teaching language in listening skills have emerged with the advancement of technology. The podcast trend was first coined in 2000, and the term "podcast" has come to mean publishing audio material on the internet. The importance of using podcasts in language learning activities can be related to listening skills. The designed sound recordings are then downloaded for listening on an MP3 or MP4 player, or any type of personal computer. Podcast audio or video files are available on other online listening media such as YouTube, Spotify, and other platforms. Podcasts other than other ways to stream audio material by the ability to download content automatically (Galina & Lilija, 2009).

As an Audio Based Learning Resource podcast provides some interesting information for learning. An interesting finding in Faiza Indriastuti and Wawan Tri Saksono's (2014) study entitled 'Podcasts as Audio-Based Learning Resources', podcasts have unlimited space and time. Podcasts are created to be downloaded and stored on a computer or mobile device. Its use can be heard anytime and anywhere. This supports it to be used in conjunction with other activities, such as cleaning, driving, etc.

Goldman (2018) also shows that podcasts are no substitute for manuals, quizzes, and other materials. However, its presence is also significant as a

learning supplement. Consistent with Frydenberg (2006) and Nathan and Chan (2007), which tested that the purpose behind using podcasts can be divided into 3 categories, namely: improve learning, improve access to learning especially compared to using mobile access, as well as a learning experience for students (especially on-campus subjects through the use of mixed learning experiences).

According to Rezky Jayhan (2019) that Indonesians are more serious about getting to know and using podcasts, a survey conducted by Daily Social with Jakpat on smartphone users in 2023 in the "Indonesian Podcast User Research 2018", found that 68% of Indonesian respondents claimed to be familiar with podcasts, and 81% were based on listening to podcasts in several countries last month. The survey results show that podcast listeners in Indonesia are mostly aged 20-25 years with a percentage of 2.12%. Then came the age group 26-29 and 30-35, this is known from the IDN Times article (2019) entitled 7 Facts about the Development of Podcasts in Indonesia. Contents This voice-based system is growing day by day as people's lifestyles change more and more dynamic and flexible.

The problem that the researcher encountered is that some still have low students' listening skills, then teachers rarely apply the use of technology in the classroom, ideal conditions in language learning in today's life, teachers are required to provide learning that is innovative and creative as well as fun so that students are not bored or monotonous but the main material is the main goal to keep it conveyed. The researcher hopes that the use of online

video podcasts can be a fun learning alternative for students during the learning process, besides being able to improve students' listening skills, the researcher also hopes to be able to increase students' interest in learning listening skills.

Many previous studies have investigated the use of technological media in teaching listening skills, but research investigating the effect of learning listening comprehension through online video podcasts is still very limited. Because of this, researchers will focus on methods for improving students' English listening skills through video and online podcasts media as an alternative to learning in class.

1.2 Formulation of the Problem

Based on the focus of the research and discussion about Teaching students thorough video online podcasts for students' English listening comprehension that has been mentioned in the identification of the problems, the researchers formulated as follows:

1. How does the teacher use Video Online Podcasts in teaching listening comprehension?

2. How does Video Online Podcast improve the students' listening comprehension?

1.3 Definitions of Key Terms

The following are definitions of terms related to research referred to by the researcher:

1. Video Podcast online: According to Jham (2008:27) podcasts can be defined as programs in digital form (video and audio) that can be downloaded from the internet. Almost the same as radio, podcasts present programs on various topics. In general, one topic of discussion or discussion is presented in one episode.

2. Listening Comprehension: According to Subyantoro and Hartono state in the book (Hijriyah, 2016:17) that listening is an event in which the five senses of the listener perceive a sound stimulus that occurs when we are aware of the stimulus while listening to the intensity of their attention with what is being heard. Listening comprehension is an activity with a complex and systematic process, consisting of gradual and sequential activities. In listening activities, there are stages where sound is received through the sense of hearing, and the brain processes it through thinking and reasoning.

1.4 Aims of the Study

This study aims to determine the extent to which the second-grade students' English listening comprehension skills at Comal Islamic Middle School are. The researcher also wants to help students introduce the use of

technological media in learning through online video podcasts to improve their listening comprehension skills.

1.5 Significances of the Study

1. Theoretical Use: This study contributed to Jack C. Richards' theory and supports theories related to teaching listening comprehension.

2. Empirical Use: This study gave empirical insight into the teaching process of English listening comprehension through video online podcasts.

3. Practical Use: This study provides information for readers about the process of implementing teaching using video online podcasts as a medium for learning English listening comprehension for junior high school students.

CHAPTER V

CONCLUSION

In this chapter, the researcher provides the results in a summary of the findings and suggestions of the study.

5.1 Summary Of The Findings

The writer presents the conclusion from the result and suggestion in a brief statement. Based on the explanation in the previous chapter, the writer concluded the research with several points.

1. The conclusion from the results of this study is that the use of online video podcasts was successfully applied to Grade VIII students in one of the junior high schools in Comal Pemalang. The use of online video podcasts is applied based on Jack C Richard's theory (2018) in the Listening Comprehension learning strategy, and in the learning process students are interested in learning and practicing their listening through the use of online video podcasts, not only student interest, students have a good improvement in their listening skills this is evident from the ability of students to collect the information presented in the video podcast. They are also able to actively participate in listening learning and students are directly involved in Listening Comprehension learning through online video podcasts.

2. This study reveals that the use of Video Online Podcasts can improve students' English Listening Comprehension skills. This is based on data

obtained from interviews conducted by English teachers and students as supporting data for student improvement after implementing video podcasts in class. Students become more active in participating in class so that learning success is easily achieved, through online video podcasts students are also interested in learning to listen because of the entertaining background of the video podcasts. Secondary supporting data from this study were the results of the pre-test and post-test questions which showed an increase in student test scores. The use of video podcasts in class can cover what students need in learning and practicing their listening skills. This proves that online video podcasts can improve junior high school students' listening skills.

5.2 Suggestion

Based on the research conclusions, some suggestions will be directed toward English teachers, junior high school students, and other researchers.

1. To the English Teachers

    English teachers can apply video podcasts and even other media, media that can add to students' listening experiences and create listening activities that allow students to produce language as well as help the teaching and learning process so that later students will be more interested in learning English and be able to achieve results desired study.

2. To the Students of Junior High School Levels

Many students have limited experience in listening, especially listening to conversations of native speakers, many students also have limited vocabulary which hinders the process of speaking and responding when students listen to dialogues or monologues in English. To overcome this problem, students can practice listening skills and enrich students vocabulary through video podcasts. Online podcasts also have convenience for students to access independently because they can be downloaded at any website address.

3. To the Other Researchers

This study is primarily intended to illustrate how the use of online video podcasts for students' listening comprehension skills, the researcher also suggests to future researchers follow this research in a different context by adding more references related to improving students' listening comprehension skills, especially users of video online podcasts. This study may be one of the sources before researchers conduct action research related to improving the English listening comprehension skills of junior high school students or other levels.

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