CHAPTER I

INTRODUCTION

In this chapter, the writer describes about background of the study, previous study, problem of the study, hypothesis of the study, variable of study, limitation of the study, assumption, and objective of study, significance of the study, operational definition and frame of discussion.

A. Background of the Study

Every student wants to speak accurately. But there are many variables and kinds of learner and differences in classroom that make language teaching sometimes very challenging and interesting. Many language teachers prefer focusing on grammar activity than speaking activity. Teacher always asks their students to read handbook with complicated grammar rules. They believe that grammar is the most important thing to learn first when students learn English. It is not the best way to teach students speak accurately.

Actually, the current generation of students has grown up and lived with digital technology and the modern era has untied the new ways of learning. English as global language is no more learnt in traditional classroom such as using a boring textbook but in a web-based environment that ensures feasible and fastest learning amongst the learners. The fact that most of today's students are very familiar with downloading audio files from the internet and their own audio

players offers such opportunities and ensures the best level of listening skills, speaking skills and presentation skills among the learners. In addition, Podcasts allow anywhere, anytime learning. They permit students to access educational materials at home, while travelling to university or work, or doing any activity they choose. They can play the recordings at anytime which is convenient to them rather than be confined to set class times.[1]

According to the explanation above, the writer introduces Intensive listening as a new method for learning speaking accurately through podcast. The students can learn how to speak and pronounce English near native speaker by using podcasts. It provides related activities in a language classroom to learn English easily, quickly, and automatically. Besides that, Intensive listening is a kind of task that allows students to listen the podcast repeatedly then they will focus to how speaker pronounces the words and arrange the grammatical rules. After that, they imitate sound and write what they listened. So, they will not only concern with the meaning but also the form.

Based on the writer's capacity as a senior she found that many of students at third semester of English Education of IAIN Palangka Raya have difficulties in pronouncing English words and making conversation to each other accurately. That is why it is difficult to teach pronunciation because the students are varied by different mother tongue (Javanese, Banjarnese, Dayaknese, Sundanese, etc).

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[1] I. Nataatmadja and L. E. Dyson, "*The Role of Podcasts in Students' Learning*", iJIM, (Australia: University of Technology Sydney), Volume 2, Issue 3, July 2008, p.1.

As we know that students of English Education should have good speaking skill because they are future English teachers. Therefore, it needs appropriate technique in teaching speaking accuracy.

Based on the writer experience, she has proved that podcast can enhance her pronunciation and speaking skill. The writer conducted listening 3-5 podcast everyday for about a month. This is in line with Stanley; he asserted that the huge benefit of podcasting is can offer language education, especially with regard to developing learners' listening and speaking skills[2]. Therefore, the writer is interested to conduct the study entitled: **THE EFFECTS OF INTENSIVE LISTENING THROUGH PODCAST ON SPEAKING ACCURACY OF THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION IN IAIN PALANGKA RAYA IN ACADEMIC YEAR 2015/2016.**

B. **Previous Study**

There are several previous studies that related with this study. First, Başaran and Cabaroğlu studied about "THE EFFECT OF LANGUAGE LEARNING PODCASTS ON ENGLISH SELF-EFFICACY"[3]. The purpose of this study is to describe the impact of using podcasts as language learning tools and aids on learners' perceived self-efficacy in learning English as a foreign language. The main aim of the study is to investigate whether there is a

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[2] Paul Sze, *"Developing Students' Listening and Speaking Skills through ENGLISH LANGUAGE TEACHING (ELT) Podcasts," Unpublished*. The Chinese University Of Hong Kong.. p. 1.

[3] Süleyman Başaran and Neşe Cabaroğlu, *"The Effect of Language Learning Podcasts on English Self-Efficacy",* International Journal of Language Academy, Vol: 2 No. 2, Summer 2014.

significant change in freshman English for learning students' perceived self-efficacy in English as Foreign Language. More specifically, the present study aims at answering whether or not there is any difference between students' self-efficacy perceptions before and after using podcasts. The writers used quantitative approach with quasi-experimental method that has a pretest-posttest study design, , in which a non-random convenience sample of 187 university students were given the English Self-Efficacy Scale before and after a 12-week podcast-based language learning program. Collected data are analyzed by using descriptive statistics and the Wilcoxon signed rank test. Wilcoxon test results show that there is a statistically significant difference in participants' perceptions of their listening comprehension, speaking, and reading skills. Self-efficacy perceptions concerning writing have improved significantly, as well.

Then, related to the study of Dr. Jain and Hashmi "ADVANTAGES OF PODCASTS IN ENGLISH LANGUAGE CLASSROOM"[4]. They conducted the study about teaching and learning process using podcast in classroom. To answer the question of "How students respond to use of podcasts in language learning?" they contributed the questionnaire containing fifteen items in it and allowed them to answer during class time after listening podcasts. The questionnaire were items relating to different aspects concerned with podcasts use, such as enriched language learning, motivation, web-based environment, improved

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[4] Dr. Seema Jain and Farha Hashmi, "*Advantages of Podcasts In English Language",* Journal of Indian Study, Vol.1. No. 2. April-June 2013, p. 161.

communication skills and achievement. The obtained results were quiet positive and responsive. Most of the students enthusiastically answered all the questions and showed their willingness to integrate podcasts into their classroom learning practice, and as *Kenneth Beare* points out*, 'podcasting is especially interesting for English learners as it provides a means for students to get access to 'authentic' listening sources about almost any subject that may interest them.'*

Third is the study of Luis Miguel "LEARNING ENGLISH LISTENING AND SPEAKING SKILL FROM INTENSIVE LISTENING TRAINING: A STUDY FOR FIRST YEAR UNIVERSITY STUDENTS IN MACAU"[5]. This study aimed for knowing: How can Intensive English Listening training improve students' listening and speaking skill? Can students truly improve students' skill in listening and speaking skill after intensive training program? The result stated that the application of Intensive Listening taining effectively improve students' skill in listening and speaking after one semester long program. He concluded three significant improvements: the improvement of overall listening and speaking skill, increase the amount of using vocabulary, grammars, and technical term, and enhance the skill of sharing opinion, group working and peer-interaction. This project is an evidence to show Intensive listening training is positive program for university students.

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[5] Luis Miguel Dos Snatos, *" Learning English Listening and Speaking Skill from Intensive Listening Training: A study for first Year University Students in Macau",* The Clute Institute International Academic Conference, Santo Antonio, Texas, 2014, p. 95.

Next study was conducted by Dr. Reinders and Min Young Cho. They conducted the study about "EXTENSIVE LISTENING PRACTICE AND INPUT ENHANCEMENT USING MOBILE PHONES: ENCOURAGING OUT-OF-CLASS LEARNING WITH MOBILE PHONES". The participants in this project were 68 freshman students enrolled in a business administration program at a university in Korea. All of them were taking a compulsory course in "Academic English for Business Majors," which focuses on the development of communicative skills. Most of the students in the class were at the intermediate level. Their main areas of weakness were in listening and speaking. In this study they were generally successful. Most students were enthusiastic about using their mobile phones for learning and were excited about being given practice materials that they could use in their own time and outside the classroom. Some students specifically mentioned that they did not feel the same pressure as they often experienced in class or the same expectations as with 'regular' homework. Not all students were positive, though. Some said that they found the changes in volume distracting and one student even thought there was a technical problem with the recording. Unlike more common forms of input enhancement, such as bolding or underlining, perhaps students need to be told to pay attention to those parts of the text that are louder than others.

The last study is from Kim Joung Hee untitled "INTENSIVE OR EXTENSIVE LISTENING FOR BEGINNER?" This study examined the effect of intensive and extensive listening of improvement in students' listening

comprehension. This study was conducted in first grade of middle school. There were 179 students that divided high and low groups after taking a level test before. Then, 71 of the extensive listening group listened to 40 short stories for 15 weeks and 108 of the intensive listening group listened to the same 5 stories 8 different time in the same period. Afterward the listening comprehension test was administrated and used an analysis of covariance (ANCOVA) to collect the data. The result showed that the extensive listening group practice was more effective that the intensive listening group for the low level students. It suggested that extensive listening can encourage the lower level beginners' listening practice.

Based on the previous studies above, the studies are different each other. The first, writer aimed for describing the impact of using podcasts as language learning tools and aids on learners' perceived self-efficacy in learning English as a foreign language. Then the test results showed that there is a statistically significant difference in participants' perceptions of their listening comprehension, speaking, and reading skills after using podcast. The second, the study conducted shows the positive students' responses about the use of podcast in the classroom. The result indicated that the using of podcast can motivate students and improve communication skills and achievement. The third study showed positive effect of Intensive Listening on students' listening and speaking skill especially the improvements of overall listening and speaking skill and it could increase the amount of using vocabulary, grammars and technical term. In addition, students can share their opinion and it also could improve their skill in

working group and peer-interaction. Next, the writer conducted the study of Extensive listening practice using mobile phone. Mostly of students were really enthusiastic in this study. They were not in under pressure because they could use in their own time and outside the classroom. The last, the writer studied about Intensive and Extensive listening. He wanted to know which one of Intensive or Extensive listening practice group is more effective for beginners. The result showed that the extensive listening group performed better than Intensive listening group in Second language listening practice. Then the writer suggested Extensive listening for encouraging the lower level students in listening comprehension. According to those previous studies, writer hypothesizes that audio or podcast will improve students' English skill. In addition, there are too many writers conducted the studies about Extensive listening to enhance students' English skill. Meanwhile, there is little study about the effect of intensive listening. Therefore, in this study the writer wants to know and measures the effectiveness of intensive listening through on students' speaking accuracy. She intends to know the differences between students that given intensive listening task and students that do not in speaking accuracy. The sample will be the third semester of English Education of IAIN Palangka Raya in Academic Year 2015/2016.

C. Problem of the Study

The main problem of the study as following:

1. Is there effect of intensive listening through podcast on speaking accuracy of the third semester students of English education in IAIN Palangka Raya?

D. Hypothesis of Study

1. Hypothesis (Hi)

a. There is effect of intensive listening through podcast on speaking accuracy of the third semester students of English education in IAIN Palangka Raya.

2. Null Hypothesis (Ho)

a. There is no effect of intensive listening through podcast on speaking accuracy of the third semester students of English education in IAIN Palangka Raya.

E. Variable of Study

This study belongs to some variables consist of independent and dependent variables as follows:

1. Independent Variable: Intensive listening task.
2. Dependent Variable: Speaking accuracy scores.

F. Limitation of Study

According to the background of the study above, the writer made limitation of this study. This study belonged to experiment study (quasi experimental) which uses quantitative design. It would be focused on effects of Intensive listening through podcast on speaking accuracy. The writer used American podcast in this study and the duration is only 3 to 4 minutes. It conducted at the

third semester students of English education in IAIN Palangka Raya for 4 meetings.

G. Assumption of the Study

The writer assumed that the students given task of intensive listening through podcasting speak more accurate than those given another task.

H. Objective of Study

The objective of the study as follows:

1. To measure the effects of Intensive listening through podcast on speaking accuracy of the third semester students of English education in IAIN Palangka Raya.

I. Significances of Study

The uses of this study that expected by the writer are students can enhance their motivation to learn English especially in listening and speaking skill. Students are able to learn how to recognize the sound through intensive listening. It simplify for students to understand their material in listening class. In addition, students are able to learn how pronounce, using vocabulary and grammar correctly and appropriately. It also will be benefit for test taker of TOEFL IBT or IELTS.

J. Operational Definition

There are several definitions of the key term in this study. There are effects, Intensive listening, podcast and speaking accuracy.

1. Intensive listening

   Intensive listening is all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input[6]. Intensive listening can be made as an inside classroom or outside classroom task. Students can learn by themselves. Intensive listening will help students to know the detail information about what they listen from audio, so it is also called bottom-up listening.

2. Podcast

   Podcast are audio programs on the web which are usually updated at regular intervals. A podcast can be uploaded automatically to the computer. It can cover a wide range of topics and can include music and video. It can last anything upwards of a few minutes to an hour or more. Podcasts are popular for their authentic listening program prepared by the proficient speakers and are extremely helpful for the learners to produce the natural speech as by the native speakers[7].

3. Speaking accuracy

   Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words;

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[6] Dr. Willy A. Renandya, *"Materials and Methods for Intensive Listening",* Plenary Paper Presentation – 59th TEFLIN International Conference, 6-8 Nov. 2012, Surabaya.
[7] Paul Sze, *op. cit*. p. 2.

making a speech[8]. Then, accuracy is expressing the closeness of agreement between a measurement results and the value of the measured[9]. Glenn Fulcher said that the aspects of speaking accuracy consist of pronunciation, stress, intonation, syntax, vocabulary, cohesion[10]. According to Syakur, component of speaking skill those students at least concern are pronunciation, grammar, vocabulary and fluency[11]. Furthermore, writer only wants to measure the accuracy of pronunciation, syntax (grammar), and vocabulary.

K. Frame of Discussion

The framework of discussion in this study as follows:

Chapter I: Introduction, that consists of background of the study, previous study, problem of study, hypothesis of the study, variable of study, limitation of the study, assumption, objective of study, significance of the study, operational definition and frame of discussion.

Chapter II: Review of related literature, nature of intensive listening, kinds of media in listening classroom activity, types of podcast, content of podcast, speaking accuracy, podcast improve students' speaking accuracy, benefits of Intensive listening through podcasts, strength and

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[8] Margo Gottlieb and Gisela Ernst-Slavit .*"Academic Language in Diverse Classrooms: Mathematics, Grades K–2: Promoting Content and Language Learning",* Thousand Oaks, CA: Corwin, 2013. p. 1.

[9] Antonio Menditto, Marina Patriarca and Bertil Magnusson."*Understanding the meaning of accuracy, trueness and precision*". Discussion Forum Accred Qual Assur (2007) 12: 45–47.p. 46.

[10] http://languagetesting.info (online on April 8th 2015)

[11] Dwi Nurul Fajariyah,"*Improving Students' speaking proficiency using games",Unpublished,*Sebelas Maret University of Surakarta, p. 21.

weakness of intensive listening, techniques of teaching by speaking accuracy using podcast, and speaking assessment.

Chapter III: The study method that consists of study type, study design, variable of the study, population and sample, study instrument, data collection, and data analyze.

Chapter IV: Study findings and discussions that consist of presentation of data, the result of data analysis, and discussion.

Chapter V: Conclusion and suggestion