CHAPTER I

INTRODUCTION

A. The Background of Study

Listening is not only one of the important skills in English, since English has become a global language and it is crucial part of connecting with others. When students can listen well, they are able to understand what they have listened from the speaker and can express correctly without missing the points. As a result, there is no confusion between the speaker and the listener.

Listening skills at this time really need to be master by students, because the National Examination contains a listening exam that demands students to pay close attention to the recording. Since listening is the process of receiving information, the listener needs to concentrate to get the point of what speaker says. Therefore, it is necessary for students to grasp the context in order for them to respond appropriately. It is regrettable that many students still do not make out the point that the speaker in the recording is trying to get across. This becomes a problem for both teachers and students, especially when students enter the senior high school level it means the difficulty is getting higher. Factors that cause these problems such as the use of learning methods, learning materials, and learning media. Moreover, listening skills are rarely taught by teachers regularly in class. As Suparmin (1999) argues, listening skill has not been given proper attention of the teachers in teaching learning English as a foreign language in secondary schools in Indonesia.

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Students learn listening is very challenging and also drains energy, because they have to concentrate extra on listening and the pronunciation is different from the Indonesian language, that's why it is very difficult to master the meaning of the material from listening. Since Curriculum 2013 demands teachers should be more innovative in designing and developing media in the classroom, particularly in enhancing listening skills in teaching and learning activities, this issue represents a failure in teaching for teachers. Therefore, teachers can discover innovations, gather a variety of sources, and learn information with the aid of technology that is later shared with the students because students today are so familiar with and stuck to technology, changing how they acquire all knowledge and are inseparable from it. As a result, this situation pushes teachers to stay current on technology advancements as well as topics that are trending online in order to determine what interests' students.

There are numerous activities that can be used, and one of them is designing learning media to produce an innovation so that students are more engaged in studying listening and also increasing listening abilities in this contemporary era. Therefore, students were given media that would make it easier for them to understand listening, especially now that technology in this era is very much helping students in learning, such as podcasts. A podcast is one of the many types of media that are frequently utilize in education. Referring to Simon (2010) he states that podcasting may be an answer to some of the challenges to higher education to modernize, to open up, and to design a competitive edge. They became more engaged and challenged by designing media using podcasts, and

their imaginative listening activities grew as a result. Using podcasts as learning media provides students with numerous opportunities to practice their language skills, particularly listening skill.

Podcasting is a cutting-edge mobile technology that consists of a series of video and digital audio broadcasts that we can download and listen to on mobile devices. The term "Podcast" is come from two technologies, "iPod" and "Broadcast". Podcasting allows listeners to select and listen to programs of their choice at their leisure. As a result, students who access educational materials via podcasts can do so at home, at work, at school, while traveling or doing any activities they choose.

Podcast automatically deliver their recordings online via websites or it is own applications, which distinguishes them from previous audio formats. Students back then have to wait for a set schedule to be able to listen to audio recordings when podcasts not exist yet, because they still use audio cassettes at that time. Podcast not only improve listening skills, but they are also pushing students' interest and enthusiasm for learning English, particularly when listening to narrative text and provide teachers and students with additional listening practice opportunities both inside and outside of the classroom or schedule.

Prior to creating this media, the researcher conducted a brief interview with one of the teachers, specifically the grade X English teacher, to learn about the media that had been used to teach students to listen. The researcher discovered that this school, even at the highest grade level, never used podcasts as a learning media to train students' listening skills. So far, teachers and students have only

used speakers as a medium for listening activities and never used other media such as podcasts.

B. The Problem of Study

Based on the background of the study above, this research question is: How is the media of teaching listening in narrative text by using podcast designed?

C. The Objective of Study

As mentioned in the problem studied above, the objective of this research was to design, teach, and listen to the media of narrative texting using podcasts.

D. The Scope of Study

This research focuses on designing media by using podcasts built upon the needs of students and intentionally applied to the tenth grade at SMA Negeri 13 Medan. The media concentrate on listening skills, particularly folklore in narrative text.

E. The Significances of the Study

The findings of the research were expected to be advantageous and could give a theoretical and practical contribution:

1) Theoretically, it was expected that the result of the study could have been useful, and being one of the references provided more theories and information regarding designing teaching media to teach and enhancing listening skills.

2) Practically, in terms of application, this research would have predicted that it would be valuable for:

a) For students, it would have been expected that using podcasts as media in learning narrative texts would improve students' listening skills and also allow them to understand exactly what the speaker says.

b) For teachers, it would have been expected that the materials generated by the researcher would be useful for English teachers and used in the classroom so that the students understood the material and got involved in the teaching and learning process, especially in listening activities. It could also urge teachers to innovatively create an interesting media suitable for their students.