

# CHAPTER 1

## INTRODUCTION

This chapter presents the introduction that consists of the background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and the definition of the key terms.

### A. Background of the Study

In recent years, technological integration has become vital for keeping up with the rapidly changing digital landscape, heralding the arrival of the 5.0 era, as researchers refer to it. Tavares et al., (2022) asserted that era 5.0 is an era that places humans at the center of innovation and technological transformation, and that it can and must contribute to increasing the quality of life, solving societal problems, and human welfare. In the words of Mansur et al., (2023), 5.0 age heralds a paradigm shift marked by unparalleled connectivity, artificial intelligence, and immersive technologies. This revolution has not only revolutionized companies, as mentioned by Jamil & Agung, (2022). It has also forced a rethinking of instructional approaches, particularly in the field of language teaching.

In the field of language teaching and learning, listening is an essential skill that requires extensive training and practice. Karimova M et al., (2020) stated that because it takes up the majority of the time we spend communicating in that language, listening is crucial. According to Rohmatika et al., (2021), how much time you devote to listening to other people talk, songs, the news, lectures, YouTube, etc listening can give input that can be extremely valuable for second language acquisition in general and for students, especially in light of the role that

technology has played in elevating the profile of listening abilities in language instruction. Alzamil (2021) stated that the development of listening abilities in particular can enable learners to create "holistic" approaches to text and can promote non-linear language processing. But many students struggle with listening comprehension, which can have serious repercussions because listening is a complicated process where a lot of things happen at once in the mind. As a result, listening is frequently regarded as one of the most difficult language skills to learn (Asmawati & Darti, 2017).

Listening is one important aspect in language learning. However, sometimes listening is rarely taught intensively in language classes for several reasons. Based on research by Wulandari et al., (2021), although teachers are aware that listening has spent more time in the classroom than other skills, listening is now hardly ever taught in schools. They ignore the proper methods and media of teaching listening, which entail tools and practice, and instead teach it accidentally. Setiawan í, (2022) stated that they don't provide students the chance to practice their listening abilities, nor do they successfully teach listening. It's because some educators think that, given enough time and practice, developing listening skills can come naturally. In reality, skipping direct listening instruction and training is a bad idea since students won't get any help honing their listening abilities and won't be able to learn well because they are learning by hearing. As stated by Coşkun & Uzunyol Köprü, (2021) students should be required to respond to what they hear by doing an action that displays their understanding of the listening instruction or direct teaching of listening, such as responding to questions and summarizing the audio.

The teacher's role in listening learning is very important, one of which is how teachers can use media effectively to support the teaching of listening skills. According to Robert & Marpaung (2022), media in teaching listening are all forms of tools or materials used by teachers to help students understand listening material. Teachers can use learning media to assist them improve student learning outcomes and make the teaching and learning process more effective and relevant (A. P. Wulandari et al., 2023).

Teachers and students in the 5.0 age now have technology as part of their teaching and learning strategy, and technology-based media has contributed to new learning. Andriyani et al., (2022) asserted that media and technology are interconnected and aid in making learning more relevant and dependable. Technology based media for teaching listening skills are beneficial since they relieve and reduce the teacher's time spent evaluating, executing, and preparing lessons in a timely manner. Students connect with what they already know or have an idea and understand it better when listening skills are taught utilizing technology-based assistance.

In this 5.0 era, there are many media that teachers can use in the listening teaching process to create a more dynamic and interactive learning experience. Sani (2016) underscored that the use of media in teaching and learning can increase information, knowledge, and experiences. One of the media with the most potential is an online learning platform that offers a variety of audio and visual resources (Pajić et al., 2020). By accessing to online courses, authentic conversation recordings, and interactive video materials, students can engage in listening

activities that present current content and are relevant to everyday life. Additionally, Heymann et al., (2022) argued that online learning apps and platforms also often provide innovative features such as automatic transcripts, translations, and interactive exercises that can enrich the learning experience. With the help of this technology, students can more easily understand material presented in a foreign language and improve their listening skills.

Apart from online platforms, social media can also be a very effective tool in listening learning. Maulina & Sukrisna Hutaaruk (2021) observed that in this era, there are many educators who make good use of smartphones and social media in order to assist improved education and student character development. Kruglova, (2022) contends that short videos or audio clips on platforms like YouTube, TikTok, or podcasts on platforms like Spotify and SoundCloud can be interesting sources of material for students. Utilizing this content can help students become familiar with different accents and speaking styles of the native. In addition, Tai, (2022) stated that Augmented Reality (AR) and Virtual Reality (VR) technology also allowed students to engage in simulated listening situations that resemble real-world experiences. In the words of Cahyadi et al., (2022), VR is a technology that produces a virtual environment from the actual world by combining technology with the user's reality. This creates a deeper and more immersive learning experience, allowing students to practice listening in a highly realistic context.

It is important to remember that media choices should be tailored to the student's needs and preferences. Mansur et al., (2023) highlights that in schools, teachers must be able to use appropriate media and learning resources in guiding a

generation that is receptive and tolerant to anyone with different needs. Korkmaz & Güneşli (2017) contended that technology-based approaches must be integrated with teaching methods that have been proven effective to ensure holistic and effective listening learning. Cahyadi et al., (2022) believed that by utilizing the various media available in the 5.0 era, educators can create an interesting, innovative learning environment and maximize the potential of each student in developing their listening skills.

Elfiona et al., (2019) and Feliciano Ignacio et al., (2022) conducted research on mobile-based media and technology-based media in teaching English listening skills. They found that mobile-based technology increases teacher creativity, student motivation, and accessibility. They also found that English Radio News significantly improved students' listening skills by developing vocabulary, pronunciation, and communication skills. Both studies highlight the potential of mobile-based media in enhancing learning experiences and improving listening abilities.

Based on the statement above, this study intends to provide useful insights for educators to improve the efficacy of teaching listening skills in today's quickly changing educational scene. The study also intends to provide educators with practical ideas and instructions for efficiently integrating common media platforms, taking into account issues such as student preferences, accessibility, and pedagogical best practices. This research endeavor seeks to contribute to a more comprehensive understanding of how technology can be harnessed to optimize language learning outcomes, ultimately preparing learners for increased linguistic

proficiency in an interconnected global society by examining the intersection of language education and the 5.0 era.

### **B. Statement of the Problem**

Based on the background of the study above, the statement of problems in this study as follows:

1. What media commonly used by English teachers of senior high schools of Ponorogo for teaching listening in the era of 5.0?
2. What are the advantages and disadvantages of the media used?
3. How does the use of these media affect students' Listening skills?

### **C. Purpose of the Study**

Based on the problem of the study, the purposes of this study as follows:

1. To identify various forms of media commonly used by English teachers of senior high schools of Ponorogo to teach listening in the 5.0 era.
2. To find out the advantages and disadvantages of the media used.
3. To explain the effect of using these media on students' Listening Skills

### **D. Significance of the Study**

Result of this study is expected to provide a meaningful contribution to teachers, students, and others researcher.

1. English Teachers

The study provides English teachers with innovative tools to enhance teaching methods, integrate mainstream media, create engaging learning experiences, improve listening comprehension skills, stay current in pedagogy, cater to diverse learning styles, and ensure language acquisition success.



## 2. English Student

This research highlights the impact of media on their language learning experiences, introducing a dynamic, interactive approach that uses technology to expose them to authentic listening materials, improve their listening skills, equip them with digital literacy, and encourage active participation in language learning.

## 3. Others Researcher

This study is crucial for language education researchers as it provides valuable insights into the rapidly evolving digital landscape. It highlights the importance of technology integration in language skills and the impact of media on learning outcomes. The finding can guide future research and inform best practices in language education, offering evidence-based insights for educators and policymakers.

### **E. Scope and Limitations**

The primary focus of this study is Common Media for Teaching Listening in The Era 5.0. Data will be gathered through interviews and documentation from chosen educational institutions and practitioners who use various media platforms to teach listening skills.

The respondent were English teachers of senior high schools of Ponorogo who has implemented media-based listening comprehension teaching methods.

### **F. Definition of Key Terms**

To avoid misunderstanding of this study, the researcher defines some definitions of key terms as follows:

- Media for Teaching listening* : Media for teaching listening is a tool or item used by teachers to aid students' comprehension of auditory materials is referred to as media for teaching listening. These materials can take many forms, including audio recordings, podcasts, films, interactive simulations, and online platforms, all of which are intended to enhance the learning experience and increase students' listening comprehension (Marpaung, 2019).
- Listening Skill* : Listening skills is an active activity in which listeners pick and interpret information based on auditory and visual cues (Arianto, 2018).
- Era 5.0* : Era 5.0 is an era that places humans at the foundation of innovation and technological transformation, and it may and must contribute to enhancing the quality of life, solving societal challenges, and human welfare (Tavares et al., 2022)