

CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the definition of terms.

1.1 Background of the Research

Listening skills are required for language acquisition. Listening is an essential ability for language learning since it is used so regularly in daily life. Listening is an essential component of the communication process. According to Ma'fiah et al (2021) One of the crucial and essential abilities in learning English is listening. Listening skills is the process of receiving, constructing meaning, and responding to spoken and nonverbal message to hear something with thoughtful attention. Since it is a receptive skill, students can acquire new words by hearing them. The capacity to form sentences is affected by listening skills. As a result, listening plays an important part in foreign language learning.

Nowadays, there are numerous options for learning English through technology and online resources. In the process of learning English, the use of digital media is increasingly common. Meidasari (2016) mentions all types of media that use digital interactive technology as a communication tool called digital media, including interactive television, digital broadcasting systems, video on demand services, and internet-based content distribution networks. Digital media such as video, audio, and software applications can provide interactive and interesting learning experiences for students. In addition, digital media also provides access to a variety of authentic content in English, such as YouTube, podcasts, Spotify, and others that can be used to practice students' listening skills. Based on the researchers' observations while carrying out the PLP internship program at SMK N 2 Kudus, researchers found that students frequently use technology in their daily activities, especially smartphones. They use smartphones to open their digital media for various purposes such as communicating with others,

entertainment, and also learn English (Handayani et al., 2020). For this reason, students use digital media to learn English especially to practice their listening skills.

There are some previous research about the use of digital media for learning English, especially listening skills. Asyifah & Indriani (2021) indicate that the majority of students strongly agree that podcasts are a good way to improve their listening skills because they are considered to have fun and engaging features that keep students enthusiastic and encourage them to keep learning. Moreover, Shafwati et al (2021) stated that all of the students believed that utilizing YouTube videos made listening lessons more engaging, improved their listening comprehension of English conversations, and provided context examples that were applicable to everyday life. Andriani et al (2018) believed that using the Spotify application to listen to English songs may encourage students to engage in listening activities and lead them to discover words that were similar to songs they were listening to. The students' ability to practice their understanding and listening skills was further enhanced by the usage of the Spotify application, which allowed them to access songs whenever and wherever they are.

However, the use of digital media in learning English also faces several challenges. One of the main challenges is the student's perception of the use of digital media as a tool to practice listening skills. Students' perceptions can affect their motivation, interest, and the effectiveness of their learning. Based on the explanation above, the researcher wants to know what are students' perceptions of using digital media to practice listening skills. The researcher is interested in conducting the research entitled “The perception of the tenth grade students’ on using Digital Media to practice listening skills at SMK N 2 Kudus”.

1.2 Statements of the Problem

Based on the background of the research above, the statements of the problem can be formulated as follow:

1. What is the perception of the tenth grade students' on using digital media to practice listening skills at SMK N 2 Kudus?
2. How do the students use digital media to practice listening skills?

1.3 Objectives of the Research

Based on the statements of the problems written above, this research aims to:

1. Find out the perception of the tenth grade students' on using digital media to practice listening skills.
2. Find out how students use digital media to practice listening skills.

1.4 Significance of the Research

By conducting this research, the researcher hopes that this research will be beneficial theoretically and practically.

Theoretically, the researcher hoped that this research can be used as one of the references by future researchers who will conduct the same research related to the students perception on the use of digital media to practice listening skills.

Practically, the researcher hoped that this research will assist English language learners in practicing their listening skills through the use of digital media.

1.5 Scope of the Research

In this research, the researcher focused on the perception of tenth-grade students on using digital media to practice listening skills and how students use digital media to practice listening skills. The participants of this research are the tenth-grade students of SMK N 2 KUDUS in Academic Year 2022/2023.

1.6 Definition of Terms

Based on the title of the research, there are four terms that can be defined in the operational definitions as follows:

1. Students' perception is students opinions based on their perspective towards the use of digital media to practice their listening skills.
2. Digital media is any form of media that uses electronic devices for distribution. This form of media can be created, viewed, modified and distributed via electronic devices.
3. Listening skills is a process of receiving, forming meaning, and responding to spoken or nonverbal messages to hear something with thoughtful attention.
4. SMK N 2 Kudus is a vocational highschool which was founded on July 15 2004 at the foot of Mount Muria to be precise in Rejosari village, Dawe District, Kudus Regency.