

CHAPTER I INTRODUCTION

The researcher describes the background of the study, the research question, the goal of the study, the objective of study and its significance also, scope as well as limitations, and the definitions of the key terms of the study.

1.1 Background of the study

Listening is an important component of communication. Listening abilities is crucial in the language acquisition process as it offer learners with input. The learning process is incomplete unless learners grasp the information. As described by Abdulrahman, Basalama & Widodo (2018), listening conveys auditory input to support the development of languages and helps learners to engage in spoken conversation. Numerous educators consider that listening represents one of among the most essential abilities to acquire since it assists learners build the other components of their English skills. As a result, learners must develop listening abilities as a way to comprehend and respond effectively to those guidelines provided by their instructors throughout their studies in English.

Nevertheless, learners often struggle with listening. According to Ur (1999:111), learners encounter six types of problems. primarily individuals experience speech issues; a lot of messages are not transmitted owing to indistinct voices. Secondly, it might be challenging to grasp each phrase used; a single aspect which might lead this issue is a limited vocabulary. Third, the inability to grasp native speakers' rapid and spontaneous speech. Sometimes native speakers talk fast, which makes it challenging for learners to understand what they are saying. Furthermore, numerous learners are unable to absorb the speaker's material after just a single repetition. Additionally, trouble understanding each phrase; this happens to be among the issues learners frequently do: they interpret each of the terms. Lastly, there experiencing exhausted might be caused by too much knowledge about the speaker's speaking pace, as well as other factors. Many learners attempt to get through several of the challenges listed previously by employing technology to enhance their listening abilities. Currently, media has emerged as an essential component of the education process. It allows learners to rapidly grasp the topic. Podcasts, a radio, songs, along with movies are just a few examples of educational media. A few of among the most engaging media for improving listening abilities is an English podcast since it may drive learners motivated to listen while also making the learning setting more entertaining.

Nowadays, information and communication technology (ICT) is developing rapidly. ICT brings many benefits to both EFL teachers and learners. Using new ICT helps students learn and makes learning more interesting and fun. In addition, the implications of the new ICT facilitate teachers who teach English as a medium of instruction. Audio media is one of the most influential forms of media in language learning and teaching. For decades, teachers have been using cassettes, CD, and DVD. The use of audio media in language teaching and learning has become more accessible with the advent of the digital age. It is delivered online through websites, online learning environments, learning management systems, and podcasts (Rosell-Aguilar, 2013).

Presently, some of research employ podcasts as medium. One of the earlier studies was carried out by Abdulrahman et al., (2018), the goal of this research is to determine students' knowledge of the usage of podcasts in EFL classrooms. The investigation included 270 high school students in Jakarta. The number of participants in the study included 60 high school students, split into two groups: 30 in the experimental setting and 30 in the control group class. Cluster random sampling was used to get the data. Data were gathered utilizing 30 post-test questions and 10 questionnaires. The researcher employed One Way ANOVA for qualitative data and the Likert Scale as a tool for questionnaire evaluation. The evaluation of the data using One Way ANOVA revealed a significance value (sig. 0.010) less than <0.05 , indicating that the podcast had a substantial impact on student listening skills. Additionally, a Likert scale study reveals that students are pleased about utilizing podcasts in listening instruction. The conclusions of this research suggest that podcasts have a significant impact on students' listening comprehension in EFL courses.

Secondly, a research conducted by Widodo & Gunawan (2019), entitled "Investigating the Effect of using Podcast on Grade Ten Students' Listening Comprehension at SMA Angkasa 2 Jakarta," seeks to determine if podcasts have a substantial impact on students' listening comprehension. The research sample was selected via cluster random selection, with a total sample amount of 60 students. This investigation took place at SMA Angkasa 2 in Jakarta. The study employed a quasi-experimental approach, with a post-test only control group. A 30-item objective exam was administered to learners in order to gather data. The research data was evaluated both descriptively and directly. The findings revealed a substantial difference in post-test scores among students instructed with Podcasts compared to those instructed without Podcasts. The data analysis using ANOVA reveals a significance value (sig. 0.010) lower than <0.05 . This suggests podcasts have a major impact in student listening skills.

Thirdly, a study carried out by Sansinadi, Wardhani & Winarko (2020), entitled “Podcast Usage: Expanding English Learning of Undergraduate Student at Universitas Ahmad Dahlan” the purpose of the research is to examine the advantages of utilizing podcasts to improve English language abilities among undergraduate students at Ahmad Dahlan University. This investigation employed a qualitative methodology. The focus of this study is Universitas Ahmad Dahlan’s undergraduate students that utilized podcasts in their everyday life. The study's tools included direct observation and semi-structured interviews. The data analysis method begins with data collection by direct observation and semi-structured interviews. The outcomes of the data analysis were merged to create a descriptive form. The findings demonstrated that the advantages of podcasts include being able to download and listening to podcast anywhere and anytime. This could be an ongoing source of engaging while also helping to improve English language abilities. Podcasts can also improve listening, speaking, pronunciation, as well as vocabulary abilities.

Another study carried out by Mutiah, Harmayanti & Astuti (2021), entitled “Using Podcast to Improve Students' Listening Skill” the purpose of the research is to investigate the influence of podcasts on listening abilities. This is a class action research study. This study was carried out in the XI class of SMK Mathlul Huda in Bogor, West Java. The acquired data was qualitative. Interviews with students and instructors, observations of how students are taught and learned, and field actions were employed to collect qualitative data. The research's results that there is a rise in learners listening abilities, which are willing and fascinating. Every cycle shows an increase in the learners listening abilities. The first cycle had 42% success, the second cycle 78%, while the third cycle 100%. This indicates that overall, learners improve their listening abilities. The usage of podcasts results in improvements to student attitudes, making listening and learning enjoyable. Podcasts are one type of instructional medium that provides a strategic area for student learning, particularly listening.

Furthermore, Nisa, Izzah & Hadi (2022), investigated that "The Use of Podcasts to improve students' listening comprehension" The purpose of this study is to assess if podcasts are beneficial in enhancing students' listening abilities. This study employed a quantitative approach with a pre-experimental design. Pre-test and post-test devices were utilized to collect data. The author utilized one class in grade seven at SMP Muhammadiyah 35 Jakarta as the reference. The data was statistically examined using the t-test. The analysis revealed that the students' average score was 89.4. The statistical calculation revealed that the result of T_o (t-observation) $>$ t (t-table) obtained was 17.986, while the value of T_t was 1.721 with a significant level of 5% (0.05). Since T_o was greater than T_t , the alternative hypothesis (H_a)

was accepted and the null hypothesis was rejected. From the findings of this analysis, this study suggests that the usage of podcasts is a successful tool for improving students' listening abilities.

Finally, research conducted by Mujahidin, Muchyidin & Entusiastik (2023), entitled “The Teaching of Listening Through English Podcast at Pre- Intermediate Program of Seventeen English Learning” the purpose of this research is to discuss the planning, execution, assessment, and student perspectives of teaching listening using English podcasts in Seventeen English Learning's pre-intermediate course. This study employs a qualitative design. The study's participants were nine students enrolled in Seventeen English Learning's pre-intermediate level. Data collection tools include observation checklists, interview guidelines, and documentation. The results revealed that the teacher created multiple plans before teaching, implemented the instructional method of teaching listening through podcasts, as well as teacher assessed teaching listening throughout podcasts at the beginning, along with at the end of the learning process. While the result of students' opinions of being instructed by listening through podcasts are excellent and capable of to motivate students to express themselves, pronounce, as well as comprehend the speaker's speech.

According to prior studies, using podcasts in language classrooms can assist students develop language abilities, especially listening skills. in line with that study, the researcher concluded that the study shared commonalities with previous research in determining how using podcasts focusing in listening skill. However, there are certain distinctions between this study and earlier studies to fill the gaps. The first distinction that this study focuses on finding out students' perceptions of the use of podcasts specifically at the university level while the previous study was conducted at the school level with a different focus, purpose and sample. Based on the preliminary study, English Education students mostly use English podcasts to improve their English language skills. Therefore, the researcher is interested in examining how students' perceptions of using podcasts to improve their English language skills, especially in listening skills. Students' perceptions, as stated by Kohar & Salam, (2014) are crucial because it determines the way the students understand what they are learning experience, whether they recognize and participate with it, and the way it affects their learning. In addition, previous studies employed qualitative and quantitative with different approach to managed and calculated the data. However, in this study the researcher using survey design to find out about how students' perceptions. While the novelty of this research is that researcher will explore which kind of podcasts they are used to improve listening skills. The findings of this study can

contribute to the media in the listening teaching and learning process, especially in the English language education program at Universitas Muhammadiyah Gresik.

1.2 Research Question of the study

In accordance with the study's background described previously, this study addresses the following problems:

1. How do students perceive English podcasts as an option for improving their listening skill?
2. Which kind of English podcasts that enhance students' listening skill?

1.3 Research Objective of the study

In accordance with the study's problem stated above, the goal of this study is

1. To explore the way of students' perceive English podcasts as an option to enhance listening abilities.
2. To determine whether kinds of English podcasts that enhance listening abilities.

1.4 The Significance of the study

Successful study should have significant consequences and real benefits for the chosen area of study, the surrounding community, and afterward goals. This study involves two positive consequences for the researcher: theoretically and practically.

1. Theoretical Significance

The researcher expects the results of this study to provide readers valuable insights into how learners perceive the use of English podcasts to improve their listening skills.

2. Practical Significance

This study aims to provide teachers with valuable insights into students' perceptions regarding the efficacy of English podcasts in enhancing their listening abilities, as well as identify their specific requirements within the classroom setting. Take into account the suitable media and educational resources. The results of this study have the potential to improve the standard of instruction for English language learners at Universitas Muhammadiyah Gresik, specifically in terms of utilizing English podcasts to strengthen listening skills and other associated abilities. Furthermore, it is likely that readers will be fascinated by students' viewpoints regarding the use of English audio to improve their other abilities. This study, in addition to helping the researcher, indicates that it provide significant insights, particularly for future educators, to assist them in preparing for a wider educational setting.

1.5 Scope and Limitations

The scope of this study focuses on students' perceptions of using English podcasts on how podcasts contribute to the cognitive, affective, and conative aspects of listening skills. Therefore, it is limited to university-level listening skills, also this study addresses listening abilities of students in English education. It emphasizes on the way students view of English podcasts as a way to enhance listening abilities, along with identifying what kinds of English podcasts could enhance their listening abilities. It refers to students' ability to clarify the contents of the podcasts that they have listened to.

While the limitations of this study belong to the research subjects, object and dimension to measure the data. Which is the subject only focusing on specific group that is the students in English education major which the sample size fairly small.

1.6 Definition of Key Terms

In order to prevent misunderstanding and ambiguity on the other side of the reader, three key definitions are given to help clarify the primary terms used in this study: The term "*perception*" in this study refers to how individuals perceive, evaluate, and make decisions about their surroundings. This study focuses on university students' perceptions on the use of English podcasts to enhance their listening abilities. The term of "*podcast*" in this study refers to English podcasts are digital audio or video recordings commonly using English language, and that cover a wide range of themes including language study, entertainment, education, news, and more also relate to students' habits of listening to content via electronic devices. The term of "*Listening skill*" in this study refers to students' capacity to enhance their listening abilities while comprehending information they have listened.