

CHAPTER II LITERATURE REVIEW

In this study, the researcher evaluates some literature relevant to the issue of this investigation. This chapter addresses the definition of perception, perception types, perception component, perception process, perception factors, listening skill definition, types and process also teaching listening in EFL context English, podcast & types of podcasts as well as previous study.

2.1 Perception

2.1.1 Definition of Perception

Perception is a mental picture formed by a person's five senses. According to Walgito (2010), perception is an integrated process within the individual relating to recognizing and understanding of objects they receive, resulting in an impression of the object. In line with Saleh (2018), describes perception as a process that starts by the sensing process, that belongs a process by the way people receive stimuli through their sensory systems, also known as the sensory process.

Generally, there are two distinct categories of perception. Rahmat (2007), states that there are two kinds of perception: positive and negative. The term "positive perception" is a perspective result that allows the individual to recognize what they are views in line with his character traits. In contrast, the term "negative perception" is a perspective that results in the experiencing individual disregarding the observed object based on its contradiction with their distinctive traits. This indicates that, in contrast to the dominating opinion, perceived stimuli are consistently significant and influential to them. As stated by Howard (2005), define perception as psychological experiences that allow individuals to engage with things that are intriguing to all of their senses.

Perception can be affected by the perception of oneself across one individual and within a particular group and different communities. According to of Iska (2006) the first part that influences perception is targeted focus. Because humans are exposed to a wide range of stimuli in their environment, humans are unresponsive to all of them. As a result, humans only focus or react to a single input. Personal opinions, requirements, as well as past events are the next considerations. Everyone has a unique experience and set of beliefs which determine how they perceive things. The third factor is the object's characteristics, including activity, noises, shape, accessibility, and so on. Bigger items can be seen as more engaging than smaller ones. Thus, it can be stated that factors influencing individual's perception are derived from internal as well as external

factors. In short, factors affecting perception are influenced by their variations in character, experience, and other factors. The views of students may vary depending on their experiences and background.

In short, perception is a process that is impacted by an individual's senses, past experiences, and individual characteristics. It involves the identification and comprehension of stimuli, which leads to a positive or negative impression depending on whether it is consistent with individual traits. Perception is influenced by factors such as targeted goal, individual views, necessities, previous occurrences, and object aspects. These internal and external factors generate differences in how people perceive their surroundings, resulting in a variety of perspectives depending on their distinct backgrounds and experiences. Based on the aforementioned above, researcher believe that it is crucial to know each student's perspectives since each student have distinct personalities, character, and goal.

2.1.2 Perception component

Perception is the result of several factors working together. This refers to as perception component. Walgito (2012), claims that perception consists of three components. There are three components of perception: the cognitive, affective or emotional component, and the conative or action component.

1. Cognitive: The cognitive component pertains to an individual's understanding, beliefs, and attitudes regarding how they perceive objects and how they view things.
2. Affective: Personality traits relate to the affective or emotional component of a thing, and this component is associated with dislike. People like positive characteristics and dislike unfavourable ones. This component denotes quick actions, whether positive or negative.
3. The conative, or action component, refers to the desire to behave toward something. This component depicts the extent and desire of action required to execute large or small gestures in response to a particular object's behaviour.

Masbow (2009) (cited in Mayawitri, 2023), divides perception into three elements: cognitive, affective (feelings), and conative (emotions). The cognitive component, for instance, relates to a person's comprehension, judgment, and opinion in the area of an individual's attitude. The emotive component, another aspect of perception, deals with personal preferences (likes or dislikes) for the object of perspective. The term "conative" refers to another aspect of perception that links the likelihood of an action to a particular object.

Table: 2.1 Comparison of Perception type

No	Walgito (2012)	Masbow (2009)
1.	Cognitive: concerned with a person's understanding, beliefs, and attitudes. How they perceive objects with way an individual views stuff.	Cognitive: relates to a person's comprehension, judgement, as well as opinion in the area of an individual's attitude.
2.	Affective: related to personality traits. or emotional component is dislike. Positive characteristics are liked, whereas unfavorable ones are disliked. This component denotes quick actions, whether positive or negative.	Affective: deals with personal preferences (likes or dislikes) for the item of perspective.
3.	Conative: refers to the desire to behave towards something/ desire of action to execute large or small gestures in reaction to a particular object's behavior.	Conative: connects with the behavior of action likelihood into a specific thing.

According to the contrasting table above, perception has three components, one of which is cognitive that related to knowledge. Then there's the affective component, which refers to emotions of liking and disliking an object. The final component is the conative component, which relates to action towards an object.

2.1.3 Perception process

A person's perception process begins with the effect of actual organizational structures in the appearance of stimuli like organizational incentive systems, processes, and more. The information obtained by the five senses will be subsequently transformed into individual thoughts during the observation process. the process of developing perceptions, according to Tentama & Jayanti (2019) is based on:

1. Input: Perception starts whenever an individual is exposed to a stimulus/stimulation from their surroundings.
2. Participation: A sign that arises during the process of registration is a biological system in the way of perceiving as well as the health problem of an individual is depending on what senses they have.
3. Interpretation: The process of adding meaning to the input received is an important cognitive part of perception. The interpretation process is determined by the method of expanding, enthusiasm, and personality characteristics of the individual.

In summary, the perception process has four steps: input, limit, obstacles, and background perception. It is based on exposure to stimulus, participation, and interpretation. The input process involves initiating stimulation, limiting inputs, and obstacles. Background perception occurs in coherent information or setting. The interpretation process is determined by expanding, enthusiasm, and personality characteristics. Despite receiving the identical input, all individuals are going to interpret it differently.

2.1.4 Indicator of Students' perception

Darwis (2016) and following by Rahmatia & Widiastuty (2018), identified two criteria for measuring students' perspectives regarding podcast usage: their positive opinions of podcasts and their negative opinions of podcasts. Nevertheless, in this study, researcher will be using the theoretical frameworks proposed by Walgito (2012) and Masbow (2009) (cited in Fitria, 2015). In addition, there are three podcast aspects that can be quantified to find out students' perceptions of podcast usage. The three aspects consist of cognitive, affective, and conative aspects. The cognitive aspect refers to an individual's knowledge, opinions, and beliefs, which influence their perspective on a subject. Individuals' liking or disliking of an object is influenced into its emotional or affective aspects. Dislike is a negative value, and like is a positive one. Meanwhile, in connection to an object, the conative or action aspect relates to the desire to act. It shows how the behaviour is and how frequently people conduct important or unimportant actions in reaction to an object's behaviour.

2.2 Listening Skill

2.2.1 Definition of Listening

Listening is a diverse process required for language acquisition. According to Nunan (2003), Listening is an interactive process in which listeners decode and interpret sounds. This process entails cognitive functions such as identifying sounds, words, and phrases and connecting them to previous information and context. Listening constitutes an active process that engages preexisting knowledge, including prior experiences, familiarity with the subject matter, situational context, and relevant circumstances. Additionally, it involves an understanding of linguistic structures, encompassing vocabulary, grammar, and pronunciation (Brown, 2007). According to Rost (2011), there are two sides to listening: bottom-up processing, which involves decoding language components including words, sounds, and grammar, and top-down processing, which involves inferring meaning from earlier information and specific signals. By engaging in both processes, listeners are able

to accurately reconstruct the speaker's intended meaning. Richards (2008), characterizes listening as an essential competency in the acquisition of language, as it serves as the main source of linguistic input. Successful listening necessitates a focus on the phonological, vocabulary, grammatical, and pragmatic characteristics of spoken language. Listening effectively also requires the use of one's affective, cognitive, and conative abilities.

Based on a few of these definitions, it is obvious that listening is an ongoing process which not only discovers the significance of messages through sound, but also generates outcomes from the information we hear. Nevertheless, in order to gain understanding of the language being spoken, listeners have to overcome both inside and outside barriers. Internal barriers are referred regarded to the listener's prior experience, whereas outside barriers are known to as the specifics of the procedure of listening, to address these issues, listeners should listen regularly, learn as much as possible, including through English podcasts, movies, songs, international news, and so on, as well as become more acquainted to the spoken language itself.

2.2.2 Types of Listening

There are six sorts of tests of listening, each with its own purpose and activity (Rost 2004). The six sorts of listening include:

Table 2.2 Types of Listening

No	Kind of Listening	Focus of Study	Focus of task
1.	Intensive	Focuses on syntax, phonological concepts, and lexical.	The student listens intently to what is said. The teacher provided comments regarding correctness.
2.	Selective	Focuses on primary topics and predetermined activities.	Learners strive to obtain crucial details in order to develop or use knowledge in useful ways. Teachers offer suggestions and comments on achievement of tasks.
3.	Interactive	listening involves actively listening and clarifying meaning and form.	In collaborative projects, learners communicate verbally with one another in order to gather ideas or discuss solutions. The teacher provides feedback on the interaction's context and outcome.
4.	Extensive	Emphasizes constant listening while processing	Learners listen to extended passages and complete meaning-

	immense quantities of getting input.	oriented assignments. The teacher provides direct teaching on understanding abilities as well as feedback.
5. Responsive	Pay attention to how learners respond to comments.	Learners desire opportunities to express their own ideas and thoughts. The teacher 'stimulates productivity' from students
6. Autonomous	Focusing on progress for students control and how to navigate of 'Help' solutions.	Learners select the material and responsibilities, track their achievements, and determine their engagement styles with others. Teachers' input on pathways for learning.

2.2.3 The Process of Listening

According to Richards (2008:4), there are two types of processing that go into understanding what one is hearing: "bottom-up" processing and "top-down" processing. Sulistyowati (2019), define the bottom-up method is a way to identify and decode things. Focusing on the spoken text, students use their understanding of grammar and vocabulary to interpret and evaluate voices, phrases, sentences, as well as the entire text individually while on the step of decoding in order to figure out what it means. In contrast, the top-down approach emphasizes the significance of setting and using of previous insights to comprehend the message's meaning. The top-down approach begins from meaning and progresses to language, whereas the bottom-up approach proceeds from the language to meaning.

2.2.4 Students difficulty in Listening

In real-world practice, the actualization of listening instruction falls considerably short of its goals and may be an absolute misery for both teachers and students. The number of unforeseen and unavoidable problems that arise in practically every listening classroom, in both urban and rural schools, remains unknown. The primary issues are the considerable cost, inappropriateness, unreliability, and scarcity of materials for listening. In his earliest studies on this topic, Ur (1996) discovered that when learners listen, they frequently face multiple issues, including the sound difficulty of being able to comprehend every word of natural native conversation, as well as being required to listen to an item repeatedly, discovering it challenging to comprehend, and becoming exhausted. According to Azmi et al. (2014), cultural variations, pronunciations, and

listening time all disrupt listening ability. Furthermore, Cao & Lin (2020), believe that the primary issue with listening is the absence of the appropriate technique. For example, instructors only manage the audio by clicking the record or control option, without providing students with any instructions on how to engage and comprehend properly. Additionally, Al-Jarf (2021), stated that those three obstacles, depending on learners' linguistic competence, contribute to listening ability issues. This involves challenges such as recognizing the primary idea and supporting information in spoken conversation, recognizing thoughts either explicitly or implicitly mentioned in spoken speech, making assumptions and conclusions, determining the significance of tricky words based on utilized settings, and comprehending specific syntax in language.

2.2.5 Listening Skills Across Educational Levels

Listening ability is essential for language acquisition, with its functions differing according to the level of education. As stated by Brown (2007: 301-318), the concept of listening at the high school level mainly focuses on necessary listening skills for academic evaluation and social interactions. This involves understanding general and specific information regarding message inferences and engaging in basic conversational interactions. In accordance with Harmer (2001: 241-250), high school listening practice commonly integrate with various language skills, which enhances the whole skill. The teaching of listening to high school learners should align with their preferences, including: Authentic materials (audio recordings) must include narratives, procedure, recount, report, news items, descriptive, analytical exposition, hortatory exposition, discussions, commentary, and review (Suryanto, 2019).

However, the characterization of Listening at the university level involves more intricate cognitive and academic abilities. Students are required to engage in the critical analysis and synthesis of knowledge, as well as engage with complex material such as webinars, forums, and instructions, as stated by (Rost 2011:142-175). Flowerdew & Miller (2005:151-180) highlight the necessity of determining field-specific vocabulary with intricate interpretations in educational settings. According to Canpolat, Kuzu, & Yildırım (2015), university students use cognitive abilities such as concentrating, taking notes, making connections, asking questions, incorporating details, making inferences or seeking the main idea, and determining the goals when listening.

The distinctions between levels are as follows: the purpose of listening at the high school level is to focus on core comprehension and appropriate responses in everyday life and academic situations. On the other hand, university-level listening necessitates the actualization of more complex cognitive processes, including critical review, analysis, and summarization. Widodo & Gunawan (2019) and Nisa et al. (2022) have noted that senior high school listening mainly focuses on the development of conversational fluency and the comprehension of examinations. Conversely, Zulfikar (2024) discovered that university students benefit from podcasts by becoming critical listening skills and using them for educational purposes, such as discussing intricate subjects and broadening their understanding regarding particular fields of study. Additionally, students acquire the ability to analytically approach problems, evaluate evidence, and analyse arguments.

2.3 Definition of Podcast

Richards & Schmidt (2002:442) stated that podcast is an audio BLOG created by users and uploaded to a platform or webpage for download to a personal computer as well as personal audio device. According to the Oxford online English Dictionary, podcast is "a digital audio file that can be taken from the internet and played on a computer or a device that you can carry with you". A podcast, according to Gonulal (2020), is a current media file type that is capable of being accessed and listening to via smartphones, tablets, computers, or other forms of audio and media devices.

Podcast, as technology advances, often refer to video content. As a result, podcasts can be defined both video and audio content (Hasan & Hoon, 2013). Podcasts can thus be defined as either audio or video, that is accessible through the internet and that is able to be regularly shared to a laptop or portable audio or video player for free or through subscription (Fadilah, Yudhaprarnesti, & Aristi, 2017). In addition, Harahap & Dewi (2020) stated most common and simple to use is the audio podcast. It merely includes audio and requires a little amount of memory; it is typically in MP3 format and may be played on any MP3 device. Unlike audio podcasts, enhanced podcasts combine audio with digital images. Additionally, a video podcast combines audio and video into a single package. Typically, video podcasts are created in MP4 format and demand more storage space.

2.3.1 Types of Podcasts

It is commonly known that there are actually several free Podcasts, particularly those created by native speakers, that are extensively disseminated on the internet; this greatly aids language acquisition learner through the use of resources for learning. As stated by Leonard (2017) there are various kinds of podcasts:

1. Solo podcast: this sort of podcast conducted in a brief speech by one speaker. In other words, all of the audio is presented from a single voice without an interviewer. The concept of solo podcast typically an argument of the host's perspective on an issue that is on the rise, delivering a narrative received by the listener, simply offering insight into issue.
2. Podcast interview: this sort of podcast communication among numerous individuals in the context of an interview. The invited visitor or source of information doesn't need to be a single individual, rather may include a group of people. Podcast discussion speakers will be varied for every show, depending on the topic that is as discussed.
3. A multi-host podcast: this sort of podcast offered by multiple speakers at the same time. A multi-host podcast is a sort of podcast that features an argument by different viewpoints of various speakers about a specific topic. Although there are numerous persons speaking at the same time, audio recordings are going to be pleasant rather than conflated.
4. Nonfiction storytelling podcast: this sort of podcast entails creating appealing fact-based tales that are delivered in a narrative form. Each episode involves a large amount of research, scripting, and production time. Nonfiction narrative podcasts frequently employ storytelling strategies that attract listeners while providing facts about actual events, persons, or trends.
5. Fictional storytelling podcasts: this sort of podcast offer original storylines produced by fictional authors, which are generally delivered serially. These podcasts delve into fictitious worlds, personalities, and narratives, providing listeners with an absorbing one characteristic of traditional storytelling mediums. Drama, mystery, thrillers, science-fiction, or mythology are some of the various genres represented by fictional podcasts.
6. Hybrid podcasts: this sort of podcast blend aspects from other forms to create an original listening knowledge. These podcasts may include interviews, single opinions, group conversations, storytelling narrative storytelling, or fictional narratives, all flawlessly blended to attract listeners in discovering various themes.

7. Reused content podcasts: are created by modifying existing information, including sermons, classes, seminars, or additional talks, through episodes of podcasts for increased availability and accessibility. This format enables providers of content to connect with new audiences and reuse great information into a handy immediately audio form.

2.3.2 Benefits of Podcasts for Teaching and Learning of English Language

Many studies have discovered numerous benefits of a podcast, particularly in the field of English teaching and learning. Based on the prior reasoning, it is possible to conclude that podcasts assist both educators and learners significantly. Podcasts, for instance, are widely accessible, deliver current material, and cover an extensive variety of themes and types. According to Prince (2020), the benefits of podcasts include accessibility, up-to-date news, and customizable content. At this point, podcasts are accessible, which means that listeners may listen to the podcasts whenever and wherever they choose by either downloading or watching, which requires less storage space and capacity than watching videos does. Podcasts are also set free so students who are unable to go to classes and instructors which are encouraged to apply more freely and low-cost materials are able to utilize it. Podcast sites frequently contain transcripts of audio recordings as well as accompanying exercises. Also, podcasts are created in real time and released on a daily basis to keep up with the latest developments. thus, podcast could be implemented by instructors to include recent news into their lessons. Finally, the term "customizable" refers to podcasts' ease of customization when utilized as an instructional tool. Podcasts on practically every course topic are available for instructors. Podcast are also applicable in practically any course delivery modality, such as a mixed online and offline classes.

2.4 Previous Study

In the past few years, multiple studies have addressed using podcast to enhance listening abilities. These studies additionally demonstrated how podcasts can be used to educate and acquire listening abilities. Some of the research that researchers discovered will be detailed below:

Firstly, a study carried out by Abdulrahman et al., (2018), investigated that “The Impact of Podcast on EFL Students’ Listening Comprehension” the goal is to evaluate the efficiency of podcasts in EFL classrooms across 270 high school students in Jakarta. The participants were separated into two groups: experimental (n=30) and control (n=30), determined by cluster random sampling. Data was collect using 30 post-test items and ten questionnaires.

Statistical investigation using One Way ANOVA revealed a significant impact of the podcast on students' listening abilities (sig. $0.010 < 0.05$). Furthermore, a Likert-scale analysis revealed that students were satisfied with the use of podcasts in teaching listening. The results indicate that podcasts significantly enhance EFL students' listening skills.

Secondly, a study conducted by Widodo & Gunawan (2019), entitled "Investigating the Effect of using Podcast on Grade Ten Students' Listening Comprehension at SMA Angkasa 2 Jakarta" The objective of this study is to examine the efficacy of podcasts in enhancing students' listening skills. The study utilized a sample of 60 students who were chosen using cluster random selection from SMA Angkasa 2 in Jakarta. The study used a 30-item exam with a post-test only control group in a quasi-experimental approach to gather data. A substantial difference in post-test scores was observed among students who were listening to podcasts compared to those who were not, based on data analysis. The results of the ANOVA showed a significant effect of podcasts on students' listening skills, with a significance value (sig. 0.010) below <0.05 .

Thirdly, a study carried out by Sansinadi, et al., (2020), entitled "Podcast Usage: Expanding English Learning of Undergraduate Student at Universitas Ahmad Dahlan" seeks to investigate the advantages of using podcast into English language instruction for undergraduate students at Ahmad Dahlan University. This study takes a qualitative method, focusing on undergraduate university students who use podcasts in their daily lives. The data was gathered through direct observation and semi-structured interviews. The findings revealed multiple benefits of podcasts, such as being capable to be download and listened to at any moment, offering constant interaction, and facilitating in the growth of multiple English language abilities that involve speaking, listening, vocabulary acquisition, as well as pronunciation.

Another study carried out by Mutiah, et al., (2021), investigated that "Using Podcast to Improve Students' Listening Skill" the purpose of the research is to investigate the impact of podcasts on students' listening abilities. This classroom action research took place in SMK Mathlul Huda in Bogor, West Java, especially in grade XI. Qualitative data was gathered from interviews both students and teachers, as well as classroom observations along with field activities. The findings of this study reveal a significant rise in students' listening skills, with each cycle indicating an increase in competency. The achievement rate went up from 42% in the first cycle to 78% in the second, and then to 100% in the final cycle. This demonstrated a steady development in overall listening skills. Furthermore, podcasts had a good impact on students' attitudes, encouraging them to listen and learn.

Furthermore, Nisa, et al., (2022), investigated that "The Use of Podcasts to improve students' listening comprehension" the goal of this study was to determine the podcast's usefulness in enhancing students' listening abilities. This study applied a quantitative method using a pre-experimental design, collecting data via a pre-test and a post-test. The study focused on a single seventh-grade class at SMP Muhammadiyah 35 Jakarta. Statistical analysis employing the t-test revealed that the students received an average score of 89.4. The estimated observed t-value (T_o) of 17.986 is more than the crucial t-table value (T_t) of 1.721 at the 5% (0.05) significance level. As a result, the alternative hypothesis (H_a) is accepted and the null hypothesis rejected. This investigation demonstrates that including podcasts is a great tool for improving students' listening skills.

Finally, a research conducted by Mujahidin, et al., (2023), investigated that "The Teaching of Listening Through English Podcast at Pre-Intermediate Program of Seventeen English Learning" the goal of this research was to investigate the process of teaching listening with English podcasts in Seventeen English Learning's pre-intermediate course, involving preparation, implementation, assessment, and student opinions. This study used a qualitative approach with nine students participating in Seventeen English Learning's pre-intermediate course. Data was collected using observation checklists, interview rules, and documentation. The findings revealed that teachers created a complete plan before teaching, used podcast to deliver listening training, and evaluated students' listening skills at the start and conclusion of the learning process. Students indicated satisfaction with the effectiveness of podcast-based instruction, indicating that it encouraged them to express themselves, develop their pronunciation, and gain insight into the speaker's words.

This study, like earlier studies, has certain similarities and distinctions. Additionally, it addresses podcasts and listening skills. Nevertheless, this study differs from previous ones because it investigates students' perspectives on podcast also what kind of podcasts which could assist them enhance their listening ability. This study differs from prior studies in terms of technique and participants. This study employs a quantitative approach using a survey design. Furthermore, this study included English Language Education students who had previous experience listening to English podcasts. Mostly previous studies focused on high school students that had various study objectives.