

Chapter One

Introduction

In this study, the researcher examines several points discussed in this chapter. In the first part, the research background explains why the researcher is interested in knowing the use of Podcasts for EFL learning. The following part presents the research questions that guide the analysis. In addition, the research objectives identify specific goals or objectives that will research. The importance of the study shows the benefits of this research for certain people. Finally, chapter organization, which describes each chapter presented.

Background of the Research

English is one foreign language subject studied by students in Indonesian schools. English language teaching exists from elementary to high school. Particularly for high school students, the curriculum established the following objectives for English language instruction: students can communicate in three types of written and spoken text: interpersonal, transactional, and functional. (Kebudayaan, 2017, as cited in Abdulrahman et al., 2018). As four major macro skills construct English, listening is included as an essential language skill to be learned and master. According to Brown (2006), listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is a skill that every human being needs to communicate. However, listening is a skill that is frequently overlooked, even by those who believe that speaking is essential. On the standardized examination, listening is one of the skills evaluated. Listening becomes difficult for Indonesian students due to

the fact that English is a foreign language and students do not converse in English on a daily basis. In addition, Indonesian schools prefer to use the teacher's voice to help students develop their English listening skills, rather than the accents of native speakers (Asmawati, 2007, as cited in Indahsari, 2022).

Moreover, technology as a learning medium is valued in that it will not replace the function of teachers, but rather serves as a complement to teaching in order to provide a variety of teaching media. "Technology-enhanced language learning" refers to a computer as a technical innovation to present multimedia to enhance a teaching approach. Language teacher through a range of facilities offered by communication technologies and the Internet, in the 1990s, Technology Enhanced Language Learning (TELL) appeared as a new approach focusing on the influence of technology on teaching and learning a second language (Dudeney, Hockly, 2007, as cited in Koçak, Alagözlü, 2021). Consequently, the development of digital learning media is very diverse in the digital era. Today teachers are not the only source for students to get learning materials to help students understand how to learn to listen.

As a result, there are several media that teachers can use in language learning. There are many media to improve language learning, especially listening skills. In teaching listening, media can help students with listening comprehension. The utilization of audio media has the potential to offer advantages in all areas of education, including but not limited to authentic foreign language acquisition and self-directed learning. Proficiency in utilizing audio media necessitates a comprehensive understanding of auditory perception, attentive processing, and

savvy media selection. Teachers can utilize various forms of media, including podcasts, audiobooks, radio broadcasts, CDs, or cassettes, to deliver instructional content. This study centers on the utilization of Podcasts as a means of instructional media for the purpose of teaching listening skills.

In relation to Podcast, according to Basaran and Cabaroglu (2014) stated that podcast is from two technologies, “iPod” and “Broadcast”. Thus, Sze (2006) stated that podcasts are web-based audio (and sometimes video) programs that are usually updated regularly. In addition, Constantine (2007) said that means "podcast" refers to a digital recording of a radio program or other similar program. Podcasts are published on the internet and in MP3 files. Podcasts can be listened to via audio/video on devices, allowing users to listen to any relevant topics and materials. Podcasts are digital audio files that can be downloaded or streamed on mobile phones, laptops, and other devices.

Furthermore, Podcasts are also one of alternative audio media that the teachers can use to develop listening skills. Rosell and Aguilar (2007) suggested that the podcast resources currently available for language learning can be categorized into two main categories: authentic content provided by native speakers or advanced learners that is not designed to teach language and refers to topics such as news, football, or radio programming; and language courses or teaching content designed for language learning.

Podcasts are also divided into some types, according to Al-Qasim and Al-Fadda (2013), four types of podcasts can be identified as suitable for implementation in the EFL classroom: ESL, native English, exam preparation

(IELTS and TOEFL), and student production are all components of a comprehensive language program. Podcasts can offer students to experience various topics of material that can be played at any time. Darwis (2016) stated that various podcasts are available online from many websites.

There are some previous studies conducted on the topic of Podcasts. Moreover, those studies on Podcasts focus on various aspects, such as using Podcasts to learn listening skills, speaking skills, writing, and teaching learning. Similarly, a study conducted by Al – Qasim and Al – Fadda (2013), Abdulrahman et al. (2018), Sari (2019), and Damanik et al. (2022) concluded that the use of Podcasts media as learning media the effectiveness in the classroom increases students' listening skills. In addition, several previous studies examined the use of Podcasts to improve students' listening and speaking skills (Kang, 2016; Ramli, 2018; Yoestara and Putri, 2018). In previous studies, Alhasan and Banmanger (2015) found that podcasts are useful for EFL teachers regarding podcast lectures in college-level writing courses. In addition, Stefancik and Stradiotová (2020) found that Web 2.0 tool Podcasts significantly improved students' listening skills. However, most previous studies mentioned above used mixed methods for the research methodology and used two instruments: a questionnaire and a interview. Therefore, this study used an instrument items test focusing on significant students' listening comprehension skills. This research used a quasi-experimental design with the pre-test and post-test before and after they got the treatment of using the Podcasts.

This study investigates the effectiveness of podcasts on EFL students' listening comprehension. If the use of Podcasts is advantageous to the students, the teacher may implement Podcasts in the classroom. This study is worthwhile because it proposes Podcasts as a current teaching medium that incorporates technology in the classroom to teach English, particularly English listening skills.

Identification of the Problems

Depending to the researcher's experience in Junior High School, teachers continue to neglect opportunities to expose students to the listening skill when they face school exams. As a result, the researcher has difficulty due to a lack of audio media learning habits. This indicates a difficulty with listening instruction. Another issue is that students do not have the opportunity to develop their listening skills. This makes answering listening queries on school exams challenging. Furthermore, students have vocabulary limitations.

In addition, based on an interview with an English teacher at a Private Junior High School in Yogyakarta, another issue is that the students, particularly in seventh grade, struggle with English skills because from elementary schools where English is not taught. As a result, the teacher offers a bridge course to enhance students' abilities. In addition, students in seventh, eighth, and ninth grade attend English language extracurriculars at a Private Junior High School in Yogyakarta. Thus, this current research would focus on seventh-grade English extracurricular activities.

An English teacher at a Private Junior High School in Yogyakarta said that she had never used Podcast media as an audio listening medium due to a lack of

knowledge to access Podcast materials for EFL Learners. The teacher mentioned that listening media is only limited to audio-visual listening. In addition, the teacher, who is not a native speaker, inculcates the habit of listening to students while explaining the material. This situation may have caused the students to attend incorrectly. According to Hammer (2007), when non-native English speakers became a listening source, they possibly made mistakes or pronounced them inaccurately. Even though the facilities are appropriate for utilizing Podcast, the fact found that the teachers did not use the facilities maximally. Therefore, the researcher wanted to optimize ICT facilities to support learning, especially listening skills improvement.

Delimitation of the Problems

Firstly, this research delimits the research focus. This study focused on teaching extracurricular, especially in listening with learning media as the main topic. There are several learning media, and one of them is audio media. Audio media is the media for delivering the material by voice. This study also used audio media Podcasts. The contents were about conversations or topics related to the materials. Google Podcasts, Podcasts by Apple, VOA, BBC, www.britishcouncil.com were utilized as the example's sources.

Secondly, the research setting was delimited only at a Private Junior High School in Yogyakarta. This research was conducted in the second semester of 2022/2023.

Thirdly, the research method used in this study would be focused on the Quantitative method with a Quasi-experimental research design. The research used two classes. The sample was students of grade VII in the academic year 2022/2023.

Research Question

Based on the background above, the researcher formulates research questions:

1. How is the EFL students' listening comprehension skill before the use of Podcasts at a Private Junior High School in Yogyakarta?
2. How is the EFL students' listening comprehension skill after the use of Podcasts at a Private Junior High School in Yogyakarta?
3. Is there any significant difference in EFL students listening comprehension skills before and after the use of podcasts?

Research Objective

Based on the research questions, the objectives of the research are:

1. To find out the EFL students' listening comprehension skills before the use of Podcasts at a Private Junior High School in Yogyakarta.
2. To find out the EFL students' listening comprehension skills after the use of Podcasts at a Private Junior High School in Yogyakarta.
3. To find out the significant difference in EFL students listening comprehension skills before and after the use of Podcasts.

Significance of The Research

The findings of the research are expected to provide benefits and knowledge for the researcher, students, teachers, schools, and future researchers:

The teacher

This study promotes the use of teaching-learning media in the classroom. This research examines the use of alternative media in listening classes. This research assists teachers in selecting media that can improve students' listening skills. In addition, hopefully, the teachers would utilize podcasts to teach listening.

The students

This study introduces Podcasts as educational media for learning foreign languages. Using podcasts, students should practice their listening skills. This research informs students of the advantages of using recordings. Consequently, the student can use Podcasts to investigate the material and enhance their listening comprehension.

The schools

This study also explores, optimizes, and promotes technology school-based that the digital class is helpful for students. Then, this study would help the schools develop the material design. The podcasts would be sufficient technical support for exploring the material, especially in English.

Further research

This study provides relevant literature and findings regarding the use of Podcasts for future research in this area. This research is a useful and interesting revision tool. In addition, this study would give information about the effectiveness of podcasts, especially in listening comprehension.

Organization of The Research

This research consists of five chapters. The first chapter described the research background, identification, problem boundaries, research questions, objectives, and significance. This study has the research question: Is there any significant effect of using Podcasts on EFL students listening comprehension? The objective is to determine the significant effect on EFL students' listening comprehension after being taught using Podcasts.

Chapter two is a literature review. This defined Listening skills, Type Listening, Listening Comprehension skills. Defines the Podcasts, perceives the ideal teachers' media for English teaching-learning, benefit, features, and effectively uses Podcasts. This chapter described the theory related to the general overview of using Podcasts for English teaching and learning.

Chapter three is the methodology. This chapter describes how the researcher carried out the research. This chapter discussed methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explained how to analyse data. This study applied quantitative research methods with a quasi-experimental design. The use instruments were pre-test and post-test. The study participant was from grade VII academic 2022/2023 at a Private Junior High School in Yogyakarta. Data collection techniques consisted of pre-test, treatment, and post-test. The obtained data would be analysed under descriptive statistics and inferential statistics.