Chapter One

Introduction

In this chapter, the topic of this study is introduced. There are several points related to the topic of this study-firstly, the background of the study contains why this researcher is conducted. Secondly, the statement of the problem contains all the possible problems related to the topic. Third, the limitation of the problem presents the problem of this study. The next part is research questions and the objectives of the study, where the researcher explains the goals of conducting this study. Next, the significance of the study explains the benefits of this study. Lastly, the researcher provides the outline containing a short explanation about the point of each chapter.

Background of the Study

Extensive listening is one of the most known listening categories. Renandya (2011) stated that extensive listening is the activity that listens to a large amount of appropriate and comprehensive audio; extensive listening is an enjoyable activity of listening to many helpful audios. Applying extensive listening makes the students learn faster because they learn based on the content, they are interested in but still appropriate to their learning. Reinders and Cho (2010) stated that extensive listening motivates the students to learn listening skills. Milliner (2017) added that extensive listening helps the students improve their English skills and critical thinking. Many previous studies proved that extensive listening has a beneficial impact on students, and the students are suggested to use extensive listening.

In making extensive listening that useful for students, the activities in extensive listening need to be considered. In addition to activities in extensive listening, one of the essential parts in extensive listening is the listening source or listening media (Solak & Erdem, 2016). Many media are possible for students to use in extensive listening. The possible media for students to use are YouTube videos, television shows, news shows, talk shows, storytelling websites, movies, dramas, speeches, and podcasts. The development of the use of podcasts lately has been widespread. Every individual can upload their recorded voice or whatever sound they get to the internet. Podcasts have the potential to have specific market segments. Currently, many people record and upload a podcast through YouTube and another application that provides the audio file for public access. According to Stone (2018), the popularity of podcast itself could be a crucial key for the educators to implement it as the up-to-date podcast supports English students in learning effectively (Davoudi & Rezaei, 2016).

The use of podcasts can improve students' English skills. Hasan and Hoon (2013) stated that podcast could promote English as Foreign Language (EFL) students in speaking and listening skills; listening to the podcast also supports the student in learning the other skill and language components such as pronunciation, grammar, lexicon, and it also could be the alternative for EFL teachers to ease the students in acquiring the language through innovative technology. Also, Davoudi and Rezaei (2016) found that podcasts can support all four language skills through comprehension activities for each skill.

The podcast content could be one of the authentic material sources for extensive listening. Fitria et al. (2015) argued that podcasts introduced students to authentic materials related to their lives. Abdulrahman et al. (2018) added that podcast supplies authentic material supporting students learning. Therefore, students can access the appropriate material to support their learning easily. Moreover, the students will improve their English skills and enjoy listening to the podcast by listening to the podcast. So, listening to a podcast can give the students valuable input in their learning. In addition, it will give the worthwhile and valuable activities in spending spare time.

Some studies found a significant difference between before and after applying podcasts to teaching and learning process. For example, Permatasari (2013) and Fitria et al. (2015) found that podcasts can improve students listening skills. The improvement was shown from the increasing score from pre-test to post-test of the listening test. The studies above show that podcasts can improve students' skills. Those studies applied some treatments for students during the teaching and learning. Those researchers planned and arranged the treatment process. Thus, it can be said that the students' skills significantly improve by applying Podcasts in their teaching and learning.

However, studies related to extensive listening through podcasts outside the classroom are very limited. For example, previous studies from (Sari, 2021; Rachmaniputri et al., 2020; Rahmatia & Widiastuty, 2019; Abdulrahman et al., 2018; Darwis, 2016; Saputra, 2014) discussed podcasts that applied in the formal

classroom. Thus, the researcher is expected that by conducting this study, the researcher can complete the previous studies related to extensive listening through the podcast in the informal. In addition, the researcher is also expected that this study can be used as a reference in the related fields.

The study is worth conducting because, as future educators, the researcher has to find any practical activities that might develop their learning and give the best outcome for the students. Thus, by conducting this study, the educators or students known that extensive listening through the podcast is helpful to support the students' activity outside the classroom.

Significantly, this study investigated the experienced students in extensive listening through the podcast. Specifically, this study investigated the activities usually done by students while listening to the podcast for their extensive listening. By knowing this listening activity, the researcher expected that students could motivated and realized that extensive listening through podcast is very useful for their English learning.

In addition, this study will find out the benefits and the challenges of extensive listening through the podcast. The benefits and the challenges can be a consideration for the students if they want to practice extensive listening through the podcast. Moreover, by discovering the challenges, the students are expected to anticipate and solve the problem by themselves. Finally, the title of this study is "Students' Perceptions on Extensive Listening Through Podcasts"

Identification of the Problem

Extensive listening is very helpful for students to improve their English-listening skills. One of the extensive listening activities that can be used by students to improve speaking skill is through English podcast. According to Reynandra and Farrel (2011), extensive listening represents all listening practices that encourage learners to provide understandable and fun listening input. The teachers have utilized podcasts in their teaching and learning activities, especially in extensive listening. It aims to improve students listening skills and gain the best English outcome.

However, based on the researcher' observation. There are some problems faced by students in extensive listening through podcast. Firstly, In English Language Education in a private university in Yogyakarta, the extensive listening has been taught by teacher in the classroom. However, the limited times provided in the classroom are not enough for students to improve their listening skill. Therefore, the students need more time to get practice in listening through podcast outside the classroom.

Secondly, when the students practice extensive listening through podcast outside the classroom, they might have no references about what kind of listening activities that can be used by them; thus, this study is conducted to give student more additional activities related to extensive listening through podcast. Therefore, students could explore more activities and obtain a lot of the benefits to improve students' listening skills outside the classroom.

The next, when the students practice extensive listening through podcast outside the classroom, the students have to deal with the challenges that might be appear during listening; thus, by conducted this study, the students could expect what are the challenges that may be faced by the students during listening. In addition, by knowing the challenges, the students could anticipate the challenges during extensive listening through podcast.

Lastly, the studies related to extensive listening through podcasts outside the classroom are very limited. For example, previous studies from (Sari, 2021; Rachmaniputri et al., 2020; Rahmatia & Widiastuty, 2019; Abdulrahman et al., 2018; Darwis, 2016; Saputra, 2014) discussed podcasts that applied in the formal classroom. Thus, the researcher is expected that by conducted this study, the researcher could complete the previous researcher related to extensive listening through podcasts outside of the classroom. The researcher is also expected to use this study as a reference in the related fields. In addition, this study could motivate students to learn English by using podcasts.

Delimitation of the Problem

This study focuses on the use of extensive listening through podcasts based on students' perceptions. Also, to know podcast role in students extensive listening activities outside the classroom. In addition, the activities are done by students while listening to the podcast for their extensive listening, the advantages of extensive listening through the podcast, and the challenges of extensive listening

through podcast will be investigated by the researcher. The participants of this study are the students who are often listening to the podcast outside the classroom.

Research Questions

To conduct this study, three research questions are used to lead the study. The research questions are constructed as stated below:

1. What are students' activities when listening to the podcast for extensive listening?

2. How do the students perceive the benefits of listening to the podcast for extensive listening?

3. What are the challenges faced by students during listening to the podcast for extensive listening?

Objectives of the Study

The aims of this study are:

1. To find out the students' activities when listening to the podcast for extensive listening

2. To find out the benefits of extensive listening through podcasts based on students' perceptions.

3. To find out the challenges faced by students in extensive listening through podcasts.

The Significances of the Study

Hopefully, the finding of this study will have many benefits to the teachers, students, and the other researcher. Therefore, the significance of this study is presented below:

For the teachers. Through the finding of this study, the teachers can see the students' perceptions toward extensive listening through the podcast. Therefore, the teacher can consider applying podcasts for teaching listening. In addition, teachers can adapt extensive listening activities through a podcast from the finding of study.

For the students. This study is expected to give the students the proper activities of listening to podcast audio that will be useful in spending their spare time. By understanding this study, the students can choose the activities that suit them. Therefore, it makes the students more selective in choosing the activities that can help them learn English. Moreover, this study provides information about the benefits and the challenges of extensive listening through podcasts based on students' perceptions. Furthermore, it helps the students decide whether extensive listening through the podcast is worth it for them to apply in their learning.

For the other researchers. This study could be one of the references for the other researchers interested in doing this topic as their study. Furthermore, this study can enhance future study related to the topic. Hopefully, the finding of this study can be used as the theoretical overview for further studies on the same topic and could be useful for further studies.