

## **CHAPTER I INTRODUCTION**

This chapter presents the background of the research, research questions, research aims, significance of the research, scope of the research, clarification of key terms, and organization of the paper.

### **1.1 Research Background**

If we consider the chalkboard to be a piece of technology, then the technology that is used to teach English has been around for millennia (Dudeny & Hockly, 2007). However, many professionals are of the opinion that the application of technology in EFL (English for Foreign Language) classes didn't start until the 1950s. Since then, there has been an incredible amount of growth within the framework of the EFL educational system. According to Dudeny and Hockley (2007), the usage of tape recorders and movies in schools dates back to the 1960s and 1970s and continues today in classrooms all around the world. This change has been accelerated since the 1980s, which coincided with the introduction of the first generation of personal computers, by the introduction of new methods and technologies for teaching English. As a result of technology breakthroughs made in the 1980s and 1990s, communicative language training began to place an emphasis during this time period on interactions with the target language that were more meaningful and authentic. As a direct consequence of this, the teaching of English has gone through considerable changes over the course of the last few decades as a direct result of technological advances.

According to Dudeny and Hockley (2007), the significance of technology is on the rise, and they predict that it will become an integral component of the English language education curriculum in the future years. They contend that the reasons are the increased availability of Internet connection as well as students who have grown up in the digital era. The implementation of podcasts for lectures in higher education (for example, through iTunes U) has resulted in an improvement in the overall test scores of college students (McKinney, Dyck, & Luber 2009). As a direct consequence of this, professors at universities have developed podcast feeds in order to examine the applicability of podcasts (Silva 2006). Students just need to

download podcast files that contain supplemental lectures, course orientations, or a handy technique when they need to catch up in a course, need to study for tests, or have missed a class. This allows students to: (Chick 2007). As of June 2014, iTunes U included 787 different open classes from schools and colleges located in the United States and throughout the world (iTunes). According to the findings of the Pew Research Center (2010), the current generation of individuals who are of college age have a greater level of expertise than earlier generations had in the utilization of new media technology such as podcasts and mobile devices that play podcast stations. Millennials, sometimes known simply as Generation Y, are the first generation to enter adulthood in the new millennium. They are constituted of people born after the year 1980 and are the first generation to be media-savvy.

The concept of a podcast can be traced back to the 1980s. Late in 2004, with the advent of broadband Internet and portable digital audio playback devices such as the iPod and iAUDIO CW100, podcasting started to gain popularity (Hammersley, 2004). There are currently about 115,000 podcasts that are available in the English language on the Internet, and there are tens of websites that offer free or low-cost distribution to podcast creators as well as podcast listeners. The term "broadcast" is where the term "podcast" originates from. Audio podcasts are widely listened to on portable media players such as the iPod, which is where the term "pod" comes from. The files that are sent are in the format of audio; but, on occasion, additional file formats such as PDF or EPUB will also be included. Video podcasts, also known simply as podcasts, are videos that are distributed and shared using the same format as podcasts (Sawyer, 2015). A podcast is gaining more and more traction as a medium for imparting knowledge in the field of education. It is utilized by both instructors and pupils, which lends it a multifunctional quality. [Citation needed] Podcasting is not reserved solely for the content that professors create; students may also create their own podcasts (Middleton, 2008).

Educators are just starting to recognize the potential value of podcasts as a tool for the teaching and study of foreign languages (Yeh, 2013). In recent years, the interest of educators has been piqued by a relatively new form of media known as podcasting. Podcasting is still in its development. Additionally, it is one of the topics that receives the most attention from academics (Zhao & Jiao, 2012).

Podcasts are multimedia files, such as audio or video, that may be downloaded from the internet and played on a personal computer or a media player (Sze, 2006). Podcasts can also include a wide range of topics, including music, humor, narrative, poetry, and fundamental aspects of language such as vocabulary, grammar, and pronunciation; all of these aspects can be exploited as educational aids (Sze, 2006). Podcasts can also be used as supplemental instructional tools and in classes that are held away from the main campus (Copley, 2007; Spies, 2011). Durbridge (1984) stressed the pedagogical benefits of audio over textual media, suggesting that the spoken word can influence cognition (by providing clarity and meaning) as well as motivation. He did this by arguing that the spoken word can have an impact on cognitive development (by conveying directly a sense of the person creating those words). Podcasts contribute to the growth of social presence, which is essential for online learning (So & Brush, 2008; Seitzinger, 2006), as well as the promotion of teacher-student interactions (Salmon et al., 2007).

Using podcasts in English as a foreign language classrooms has been the subject of a significant number of studies (e.g., Kargozari & Zarinkamar, 2014; Kavaliauskiene, 2008; Bolliger et al., 2010). 27 psychology and law students attending Mykolas Romeris University in Lithuania conducted an assessment of Kavaliauskiene's research on the use of podcasts as outside-of-class listening methods (2008). The vast majority of those who participated in the survey expressed the opinion that improving one's listening skills may be accomplished by listening to podcasts. Hasan and Hoon (2013) also reviewed twenty academic papers that were published in the past few years pertaining to research on podcasts. The findings of the study emphasized two issues in particular: students gained a significant amount of benefit from listening to podcasts in terms of increasing their English skills, particularly their grammatical understanding, vocabulary, and pronunciation. Second, the overwhelming majority of students showed excitement when discussing their interest in listening to podcasts in the EFL classroom. In spite of the fact that numerous studies have been carried out on the topic, additional research is required since the utilization of podcasts in the development of language in a variety of circumstances as well as countries offers many potential that have not yet been explored.

The use of Podcasts, according to the majority of research, can help students with their English listening comprehension (Li, 2009). Even though an EFL learning innovation has been shown to be helpful in a certain environment or nation, its effects in Indonesia must be investigated (Suherdi, 2012). Despite its controversy, Podcast gets more interest among higher education institutions dramatically in recent years (Flanagan & Calandra 2005). The majority of studies that have come before this one had thrown light on the technology aspects of podcasts (Laing, Wootton, & Irons 2006; Notess 2005) and explored the media market dynamics (e.g., Silva 2006).

Therefore, in order to have a better understanding of the nature of podcast use for university population, the present study focuses on discovering how using podcasts to improve their English listening comprehension is perceived by EFL university students, as well as what the challenges that they encountered while using podcasts.

## **1.2 Research Questions**

Based on the setting given above, this study aims seek to answer the following questions:

1. How using podcasts to improve their English listening comprehension is perceived by EFL university students?
2. What challenges are encountered by the students when listening to podcasts?

## **1.3 Research Purposes**

This research is performed to achieve the following goals in relation to the research questions:

1. To find out what the students' voices about using podcasts to improve their English listening skill.
2. To investigate the difficulties encountered by the students in using podcasts.

## **1.4 Scope of the research**

This study focuses on investigating the students' voices about using podcasts to improve their English listening skill. This study also intends to investigate the difficulties encountered by the students in using podcasts. This study is conducted

in one public university in Bandung. There are 15 students who participated in this study.

### **1.5 Significance of the research**

This study is expected to give theoretical and practical significances. Theoretically This research is expected to be the reference for future researchers in the research area around ICT, podcast, and educational technology. Practically, this research could be a reference and encourage students and teachers to try to use podcasts in their teaching and learning environment. Professionally, this research could help podcaster, scriptwriter, teachers, or media developers to create content or study material that are relevant for students all around the globe. Whatever is created must be promoted to the intended audience with precision and knowledge.

### **1.6 Clarification of the key terms**

The terms below will be frequently used in this research to avoid misconceptions and misunderstandings. Below are the clarifications of the terms used in this research:

- Podcasts; A podcast is a digital audio or video file that may be downloaded from the internet. A podcast can typically be listened to on various electronic devices, including mobile phones, laptops, tablets, and mp3 players (Kargozari & Zarinkamar, 2014).
- Information and Communications Technology (ICT); Information and communication technologies (ICT) are a wide collection of technological tools and resources used to transmit, save, produce, share, and exchange data. These technological tools and resources consist of computers, the Internet (websites, blogs, and emails), live broadcasting technologies (radio, television, and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices), and telephony (fixed or mobile, satellite, teleconferencing, etcetera) (Pratt, 2009).
- Educational Technology; Educational Technology is the field of study that investigates the process of analyzing, designing, developing, implementing, and evaluating the instructional environment, learning materials, learners, and

the learning process in order to improve teaching and learning (Maryland, 2021).

- EFL; EFL is an abbreviation for English as a Foreign Language. Typically, this relates to the teaching of English in a non-English-speaking country, but it can also refer to any situation in which English is taught to a speaker of another language. An example of EFL is the teaching of English in Indonesia to Indonesian students (Yoko Iwai, 2011).
- Authentic Learning Materials; According to Herod (2002), authentic learning materials and activities are those that simulate situations that could actually occur in the real world. Some examples of these formats include: ATM receipts, websites, street signs, coupons, calendars, magazines, newspapers, films, TV shows, phone messages, podcasts, and radio broadcasts.
- Improve; to (cause something to) get better. In this case, it's their listening comprehension.
- Listening Comprehension; Listening Comprehension is part of the communication skills such as the development of reading and writing comprehension.
- Voices and Challenges; Voices mean the student's perception, and challenges mean the students' challenges when listening to podcasts.

### 1.7 Organization of the thesis

This paper is organized into five chapters. Each chapter has its capacity to explain the contents in detail.

- **Chapter I Introduction;** This chapter presents the background of the research, research questions, research purposes, significance of the research, the scope of the research, clarification of key terms, and organization of the paper.
- **Chapter II Literature Review;** This chapter explains the foundation of theories that are relevant to the topic of the research. It discusses The use of technology in language learning, The Advantages and Disadvantages of using technology in language learning, Podcast in English language learning, Principle of using Podcasts in EFL context and its limitations.

- **Chapter III Research Methodology;** This chapter describes the procedures of the research used by the researcher to conduct the whole research. It includes research design, site and participants, data collection, research procedures, and data analysis.
- **Chapter IV Findings and Discussion;** This chapter presents the findings and interpretation of the data along with the discussion of the findings to answer research questions.
- **Chapter V Conclusion and Suggestions;** This chapter explains the conclusions of the research and provides several suggestions of the research based on the data analysis of the chapter four.