

CHAPTER I

INTRODUCTION

This chapter discusses some points including the background of the research, statement of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of Research

Most of the literature claims that success of language teaching and learning is more focused on listening. That's because when someone is about to learn a language, about 40% of their time in learning is spent listening. Listening provides aural input that serves as the basis for language acquisition that allows students to interact in spoken communication with others. Richards (2008) mentions that language learning depends on listening. From time to time, listening at the junior high school level as well as senior high school, which requires students to use English more communicatively, has become a major issue that needs to be considered by various parties, start from teachers to the relevant government level.

In recent years students have been encouraged to understand, and respond to the meaning of the text in the form of interpersonal, interactional, special and functional (Kemendiknas, 2016). Generally, English is always taught in the Regular Class Face-to-face either in the classroom or in the language laboratory at school. However, since the outbreak of COVID-19 and reaching most part of Indonesia, this learning system was forced to change according to existing conditions. The pandemic is forcing everyone to keep their distance from each other. Students are not allowed to attend class to avoid and minimize the spread of the virus to help government programs. Under current conditions, Teaching and Learning had to be changed to online activities but still struggling during school hours according to the direction of the minister of education. Learning from Home

Implemented with a Distance Learning System. With online lectures, students feel that they do not understand the material presented, because of limitations in processing vocabulary and ideas (Nurhayati, 2020). So teachers or researchers need to be creative in creating the activities for the students, so that the students do not get bored easily. In addition, the researcher needed to use more (Nurhayati, 2015.) Meanwhile using creative activities can foster enthusiasm for learning in students (Nurhayati, 2020.)

A study conducted by Chun, Kern, and Smith (2016) summarizes That Distance Learning Is An Education System In Which Learners Are Separated From The Educator And The Learning Process Uses Various Resources Through Information and Communication Technology (ICT). In the implementation, The distance learning system is implemented through an Online Learning Approach. In the condition of the covid-19 pandemic, learning methods like this can be a solution so that the Teaching and Learning Process can continue to run so that there is no delay in learning in class which should get appropriate material during a pandemic. Developments in the fields of Multimedia and Information Technology, as well as the use of the Internet as 2 New Utilization Techniques, have made radical changes in the traditional teaching process (Wang et al.2007). Teachers, Students, and Parents are forced to adapt quickly to this method. The online way is considered the most 4 appropriate solutions to do today. Even though schools are closed, the demands in the learning process can still be accomplished and reached.

However, in a actual context, the implementation of listening learning is still far from what are expected, and it may even become a nightmare for both teachers and students themselves, especially during a pandemic like today. It is not known for certain whether many unexpected and inevitable problems occur in almost every schools in the country in the listening classroom. The core problems of all of this that it is expensive, inappropriate, unreliable, and unavailability of the listening material. Ur (1996) in her preliminary work in this particular field found that when listening learners often find several troubles such as trouble with

sounds, words, the natural native speech, lack of real audio to listen, and discouragement in the listening classroom.

Moreover, Lie (2007) in her investigation reach the conclusion that the greatest constraint of the EFL listening in our country was the lack of exposure to the target language. Based on those classical constraints, listening becomes a neglected skill in the field of the teaching of English as a foreign language that must be learned through educational programs held in Indonesia. As a result, what to worry about listeners were not only needs a large number of authentic, accessible, reliable, easy and low cost of the listening materials that encourage them to learn listening efficiently. At this time all teachers are pay attention to the pedagogical benefits of the latest century technology, namely the twenty one century technology. Technology has been applied in education to facilitate teachers to integrate listening materials into a sophisticated multimedia environments so that students are easier to understand and not be left behind by the era. It comes as one of the brilliant solution created to fulfil target language input needs for the language teaching and learning. (Krashen, 1985) one of the first, second, and foreign language study. Through his comprehensible input theory proposed that students must receive the language inputs when they were learning the language. One of the major strategy in our knowledge to mediate learners to get many inputs in listening was the use of a wide range of authentic language resources available on the internet that could engage them in their learning process (Erben, Ban, & Castaneda, 2009) Podcast can be an alternative for english learning, as a medium in learning: listening, and increasing students English vocabulary. The use of podcast media can make it easier to understand the material, it is considered possible to help in understanding the material, except for material that discusses related to formulas and counting.

Many experts express the opinion that compared to other sources from the internet, podcast can be used as the appropriate means for listening material. The podcasts were a part of the World Wide Web digital products and believed to be an extraordinary source for the language teaching and learning. (Hubbard, 2009)

explained that podcast offered a hundred of authentic audio and video to listen, so that students can directly connect with the local culture of the language they are studying.

This is the previous study to be used as a reference by researchers, Research by Thomas Goldman (2018) did research with title “The Impact of Podcast in Education” Podcasts are an effective and efficient way to learn. Goldman (2018) also points out that podcasts are not a substitute for textbooks, surveys, and other resources. However, its presence is also important as a complement to learning. Together with Frydenberg (2006) and Nathan and Chan (2007), the purpose behind using podcasts is to increase learning flexibility, increase learning access (especially mobile access), and enrich the student learning experience.

The gap between researcher and previous research is that previous researchers only examine if the podcast were good or bad for education. Meanwhile the present research investigate the linguistic aspects and current issues or topics into the podcasts. podcast using a whole language approach, communicative and integrative. audiolingual and thematic type methods as well as direct teaching and repetition learning.

Based on the discussion presented, the researcher is interested in conducting research entitled “*Using Podcasts For Learning English During a Pandemic Covid 19 by the students in Bojonegoro*”.

B. Statements of Research Problem

Based on the research background above, the researcher intends to focus on the following problems:

1. How do the students use podcast for learning?
2. What are the benefits of using podcasts on students learning English?

C. Objectives of the Research

Based on the research question above, the research is expected to answer :

1. To find out how to use podcasts as learning media.
2. To find out how the benefits of using podcasts on students learning.

D. Significance of the Research

The outcome of this research was expected to give useful contributions both theoretically and practically. Theoretically, the researcher expects this research can give a contribution as a source of information about podcast. Practically, the output of this research is expected could be used as a reference to study podcast. Moreover, the researcher hopes the findings of this study can give a contribution to :

a. English Teacher

The teacher is one of the first agents who are responsible and in charge of conveying and giving to students to learning English. When the teacher is in distributing the education they have. When teachers can arrange learning materials well, then the essence of learning English can be conveyed properly and the learning flow runs smoothly without any problems. In addition, this research is expected to be a new resource that can be used for English teachers to compile materials about listening and its context. In addition, it is hoped that by using this study as a resource, teachers are expected to be able to create various learning materials related to listening and context.

b. English Learner

The more learners put effort on studying English, the more they could improve their skills (Nurhayati, 2019:14). So by understanding the various content available in conversations on podcasts either through YouTube, Google Podcast, or others and how to learn the knowledge contained, English language learners are expected to improve their abilities related to listening skills and what is contained in the listening material. This study leads English language learners to understand who the speakers and listeners, and the context in which the events discussed in the podcast occur. In other words, by studying podcasts, it is hoped that English learners can build a deep understanding of interpreting the available utterances based on the context.

c. The viewer and podcast listeners

The results of this study are expected to increase their awareness of various studies about podcasts displayed by the characters in the podcast so that it can help them to better understand the messages contained in the podcast in order to understand the latest situation and also to gain new experiences and knowledge through today's media. that are often used by millennials today. And it can be useful for other researchers who want to do further research on podcasts that can be used as student teaching materials.

E. Scope and Limitation of the Research

To avoid misunderstanding, researcher limits the scope of the study to be more detailed and focused. The study focused only on using podcasts for learning English. The study was conducted in Bojonegoro.

F. Definition of Key Terms

To provide clear information about the terms used in this research, the researcher defines the main terms in this research as follows :

a. Podcast

Podcasts are broadcasts in the form of voice recordings from hosts (people who speak in podcasts) that discuss certain topics. Initially, this audio broadcast was only available for iPod users. And that's where the terms that have the meaning of podcast come from are "iPod" and "broadcast". But there are also opinions that say that "pod" in podcasts stands for "play on demand", "personal on demand" and "portable on demand". From the history of the term, another definition of podcast is a broadcast in the form of audio that can be played at any time by the listener. In contrast to radio, which cannot be heard at certain times as desired and everything has been regulated by the broadcasters.

b. Listening

To listen is to give attention to sound or action. (OxfordUniversity,2018). When listening, one is hearing what others are saying, and trying to understand what it means. (Wrench,Jason,2018) The act of listening involves complex affective, cognitive and behavioral processes. (Halone, Kelby; Cunconan, Terry; Coakley, Carolyn; Wolvin, Andrew, 1998) Affective processes include the motivation to listen to others, cognitive processes include attending to, understanding, receiving and interpreting content and relational messages, and behavioral processes include responding to others with verbal and nonverbal feedback.

c. Vocabulary

Vocabulary is a set of words that are strung together and owned by a person or other entity, or are part of a particular language. A person's vocabulary is defined as the set of all words understood by the person or all the words that the person is likely to use to construct new sentences. A person's wealth is generally considered to be a reflection of his intelligence or level of education. Therefore, many standardized exams, such as the SAT, provide questions that test vocabulary.

Vocabulary addition is generally considered an important part, both in the process of learning a language or developing one's ability in a language that is mastered. School students are often taught new words as part of certain subjects and many adults also develop vocabulary as an interesting and educational activity.

d. Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to the generally agreed sequences of sounds used in pronouncing a particular word or language in a particular dialect (correct pronunciation) or also the way a particular individual pronounces the word or language. There is also a way to put pressure on tone when saying a word and often when trying to understand an English word there is a word that has one of the letters unreadable or what is often called a silent letter.