

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of study, research of question, the purpose of the study, significance of the research, scope and limitation, and definition of the key terms.

### **1.1 Background of Study**

In Indonesian formal schools, English is certain one of the subjects taught. Furthermore, it serves as a constant reminder of the importance of learning all aspects of English language proficiency, including speaking, writing, listening, and reading. Other educational institutions offer after-hours English language learning opportunities, including extracurricular English language clubs. Opposite to what is taught in formal schools, speaking skills are prioritized more in extracurricular activities than reading and writing. The majority of language learners worldwide study English to improve their speaking skills, according to Richards and Renandya (Cahyono and Widiati, 2011, p. 29).

Speaking is one of the basic abilities that students learning English as a second language need to acquire. In reality both academic performance and the successful application of methods depend on having strong communication skills. Students' communicative skills, which must be developed in every school through both speaking and writing communication, are related to their speaking skills.

People engage in this activity on a daily basis, and language communication enables us to share our ideas with others. Fluency in English can be achieved through a variety of methods and ideas. Technological growth is always growing, especially in the twenty-first century when it is changing very rapidly.

While speaking is one of the most crucial learning abilities, it is also one of the most challenging to acquire. Because students don't have enough opportunity to practice speaking outside of the classroom, many language learners have difficulty speaking. Podcasts offer a unique opportunity for students to practice their speaking skills in a low-pressure environment.

There are several advantages that podcasts can offer language learners. First of all, they give students the chance to hear from native speakers and experience real-world language use. Secondly, they offer a chance for students to practice their speaking abilities in a comfortable atmosphere. Thirdly, students can practice whenever and wherever is useful for them because podcasts are accessible from anywhere at any time. Generally speaking, studies have indicated that speaking and listening to podcasts can both be beneficial for optimizing speaking skills. According to a study by Ruxandra Bularca and Mirela Moldoveanu, learners can enhance their vocabulary, pronunciation, and listening comprehension by listening to podcasts in English (Bularca & Moldoveanu, 2019). According to a different study conducted by Siaw-Fong Chung and colleagues, using podcasts as a language learning tool can help students become more skilled speakers since they give them the chance to practice speaking in front of an audience and get feedback (Chung et al., 2018).

The previous study on students' perceptions of language learning through podcast production was carried out by B. F. Peden & C. Montes-Alcalá on the thesis *Podcasting in the Foreign Language Classroom: Student perceptions of language learning through podcast production*. The findings of this study looked at students' perceptions of using podcasting as a tool for language learning through podcast production, and they indicated that podcasting was an entertaining and useful tool for language learning.

Based on search results, there are several studies that have investigated students' perceptions regarding the use of podcasts in learning speaking skills, such as learning English and Mandarin. However, what makes this research different from previous research is the special focus on the use of podcasts for student speaking practice at SMAN 1 Kauman. This research will focus on students who are members of the English Club at SMAN 1 Kauman. This means that researchers' studies are more specific and aimed at specific schools and subjects, which can provide more detailed and context-related insights into the effectiveness of using podcasts for speaking practice. In addition, research can contribute to existing literature by providing new findings and recommendations that are relevant to the specific context of SMAN 1 Kauman. The researcher then decided to conduct a study titled "THE USE OF PODCAST FOR STUDENTS' SPEAKING PRACTICE AT SMAN 1 KAUMAN".

### **1.2 Statement of Research Problem**

Based on the background study above, the researcher formulates the questions. That is:

1. What are the perceptions of the students at SMAN 1 Kauman regarding the use of podcasts as a tool for speaking practice?
2. What are the perceptions of the students at SMAN 1 Kauman regarding the benefits of using podcasts as a tool for speaking practice?
3. What are the perceptions of the students at SMAN 1 Kauman regarding the challenges of using podcasts as a tool for speaking practice?

### **1.3 The Purpose of Study**

1. To know the students' SMAN 1 Kauman perceptions of the use of podcasts as a tool for speaking practice.
2. To know the benefits that students' SMAN 1 Kauman perceived in using podcasts as a tool for speaking practice.

3. To know the challenges that students' SMAN 1 Kauman perceptions of using podcasts as a tool for speaking practice.

#### **1.4 Significance of The Research**

- a. The English Teachers

Since technology has made a variety of media available, the findings of this study are supposed to educate and recommend how podcasts could be used by English teachers to improve their students' speaking abilities. Also, it was anticipated that the students' responses in this study will concern teachers who desire to use podcasts.

- b. The Students

The study's findings are intended to inspire students to learn English because it will be a necessary ability for their future careers. They can utilize podcasts as a learning tool inside or outside of the classroom.

- c. The Researcher

The research aids the researcher in developing her skills in information and communication technology-related English education.

#### **1.5 Scope and Limitation of The Research**

There are many aspects can be studied related to students' perception of the use media in students' speaking skill. In this research, the researcher limits the study for the students' perception the use of podcasts as a tool for speaking practice and benefits, also challenges based of students' perception.

#### **1.6 Definition of Key Terms**

1. Perception

The act of gathering, identifying, and interpreting sensory data to produce a summary and knowledge of the world is known as perception or perceptibility.

2. Use of Podcast

Podcasts are audio recordings that may be accessed by the general public through Internet media at any time and on a variety of electronic devices. The use of podcasts involves utilizing these audio recordings

as a tool for entertainment, education, and information dissemination. Podcasts can be used for language learning, professional development, staying updated on current events, and exploring various interests and hobbies.

3. Benefits

Benefits refer to the positive outcomes or advantages gained from a particular activity or resource.

4. Challenges

Challenges refer to the difficulties or obstacles that may arise when engaging in a particular activity or using a resource.

5. Speaking practice

The definition of speaking skill provided by professionals includes what it means to be able to speak English and how it is used in daily life.