CHAPTER I

INTRODUCTION

This chapter would like to explain about research context, the research problem, research objective, the significance of study, the definition of key terms, and also the previous study.

A. Research Context

English an international language which shows that English is the language most often used to communicate in this world. In Indonesia itself, English is a foreign language that can be mastered and developed by learning whether it is studying at school, taking courses, or self-taught such as learning from the internet.[1] When students learn English as a foreign language of course students will experience various kinds of difficulties in the learning process because they will listen to and learn a new language that is not the language they use every day. After all, the students will have different perception when learning a foreign language.

Learning a foreign language, especially English will involve the four basic skills, namely speaking, listening, writing, and reading.[2] Based on these skills several aspects can be taught to students, namely vocabulary, pronunciation, and grammar. When learning, English language aspects and language skills

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[1] Geoffrey Broughton et al., *Teaching English as a Foreign Language* (Routledge, 2002), 13.
[2] Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. 2 (2019): 7–8.

cannot be separated because language aspects are a complement to language skills.

Listening is the one of the most important skills in English because listening is the one of four basic skills in learning a language. Listening is one of the two most important skills used to be able to communicate with other people. Listening is also one of the most important and frequently done activities in learning lang, especially in learning a foreign language such as English. This is because by listening a person can get the information he needs in learning language skills.[3]

However, some people believe that listening can be difficult for English learner, especially for nonnative speakers. Based on the writer's interview, the writer found that listening skills are one of the skills considered difficult by the students besides speaking skills. This is because some students are not able to convey what they hear in sentences. Some students try to record what they hear to find the main idea of what they listen to the most common problems that most likely make students not make or do not understand enough in listening. This is because the media or methods used by the teacher make students bored, bad impact on the students will make students lazy and less motivated to learn English.

The podcast is an audio or audio-visual that can be used using an internet connection or video itself is a medium that can be used for the learning process

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[3] Kretsai Woottipong, "Effect of Using Video Materials in the Teaching of Listening Skills for University Students," *International Journal of Linguistics* 6, no. 4 (2014): 201.

listening to podcasts can be used in various subjects that can be adapted to the needs of the teachers and students, the podcast can be better. Very useful because it will provide a variety of learning and make it easier for teachers and students in the process of transferring knowledge, especially English subjects.[4]

According to Chun-chun yeh's statement, podcast is an effective tool or media to use in a learning language, podcast itself is a new media in education.[5] The podcast is effective media, that can increase understanding because the podcast is easy to use, and flexible in place and time.[6]

According to another statement by Faiza and Wawan, podcasts an effective media because they can be used as varied learning media, the tools needed are simple, easy to find, can be heard anytime and anywhere.[7] The use of podcasts will greatly impact language learning, especially English, this is because podcasts have several features that can attract students' interest, such as selection of various themes, and can be adapted to the needs and desires of teachers and students. Podcasts are a new media or tool in world of education will result in many students' perception and assumptions about application of podcasts as media or tool in learning English.

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[4] md Hasan And Tan Bee Hoon, "Esl Learners'perception And Attitudes Towards The Use Of Podcast In Developing Listening Skills.," *English Teacher* 41, no. 2 (2012): 190.

[5] Chun-Chun Yeh, "An Investigation of a Podcast Learning Project for Extensive Listening," *Asian-Focused ELT Research and Practice: Voices from the Far Edge* 87 (2017): 99.

[6] Hager Khechine, Sawsen Lakhal, and Daniel Pascot, "University Students' Perception of the Pedagogical Use of Podcasts: A Case Study of an Online Information System Course," *Journal of Education and Training Studies* 1, no. 2 (June 14, 2013): 139, https://doi.org/10.11114/jets.v1i2.139.

[7] Faiza Indriastuti and Wawan Tri Saksono, "Podcast Sebagai Sumber Belajar Berbasis Audio Audio Podcasts as Audio-Based Learning Resources," *Jurnal Teknodik*, 2014, 312.

From the results of several English students at MA Miftahul Miftahul Ulum Kebun Wangi, there are still many students who have difficulty learning to listen to English, as result, students are not motivated to learning to listen to English.[8] Several course difficulties in learning to listen to English students, namely lack of vocabulary students afraid being wrong in conveying what they listen to, and feeling embarrassed to convey the information they listen to in English.

Therefore, teachers are looking for ways to make the learning English listening process more effective, one of the which is by using English podcasts in teaching listening can be seen through students' perception. Perceptions can be described as being able to improve students' listening skills or not, when learning by using English podcasts.

Several researchers have researched students' perception of using English podcasts. One of researched by Putri Awalia with the title "Students' Perception on The Use of English Podcast in Listening Comprehension". This research examines the use of English podcasts in language elements and other skills. The researcher used survey research with the help of two instruments, namely questionnaires, and interviews. The purpose of this research was to increases the choice of teaching resources for teachers and students.[9]

In this case, the researcher wants to conduct different research to explore students, perceptions and views about learning English by listening to podcasts.

[8] Abd Wafi, "The Student of Twelfth Class of MA Miftahul Ulum Kebun Wang Bluuran Karangpenang Sampang, Indirect Interview," January 8, 2023.
[9] AWALIA. A PUTRI, "Students' Perception on the Use of Podcast in Listening Comprehension," 2021.

It is important to know students' perceptions in improving quality of learning. This research can be useful in the field of teaching English, especially in learning English listening.

B. Research Problem

Another research focus is called research problem which refers to the questions asked. According to Creswell, the research focuses needs to stand alone and be recognized as a separate step because represents the problem raised in the research, the statement referred to the research focuses here in a way to find out what the research wants to determine.[10] The topic to be written becomes more specific and seeks a solution. In this study, the research question is as follows: What are students' perceptions on the use of English podcasts for listening comprehension at twelfth grade students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang?

C. Research Objective

According to Creswell, the research objective is a statement of intention used in qualitative research that determines the goals that the researcher wants to achieve in a study.[11] This means that the researcher wants to know the object and research what is the purpose of this research, and research objectives such as: To describe students' perception on the use of English podcasts for listening compression at twelfth-grade students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang.

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[10] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Pearson Education, Inc, 2012), 627.
[11] Creswell, 111.

D. Research Significance

As for doing this research, the researcher hopes that the result of this study can provide benefit and some contributions as a reference to make it easier for many people. It is a research expectation of the research conducted:

1. For the researcher

    To give a deeper understanding of the student's perceptions on the use English podcasts in learning to listen to English, so that the researcher can improve knowledge of the use English podcasts in learning to listen to English.

2. For the teacher

    The result of this research will inform the teachers inform the alternative ways of teaching listening to English.

3. For the students

    It is useful for students to know alternative ways to master English, especially in listening.

E. Definition of key terms

The definition of the term or operational definition is injured to avoid the difference of understanding or clarity of the meaning.[12]

1. Students' perception

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[12] Tim penyusun karya tulis ilmiah IAIN MADURA, *Pedoman Karya Tulis Ilmiah* (IAIN MADURA:2020, n.d.), 19.

Students' perception are thoughts, beliefs and feelings about people, situations and events that students experience in the teaching and learning process.

2. Listening comprehension

Listening comprehension is a part of English skills to understand spoken language. It is a complex process that involves hearing, understanding, and responding to what is being said.

3. Podcast

Podcast is a conversation program in the form of audio or video recordings that can be listened to and downloaded by general public via the internet.

F. Previous Research

In compiling this research, the researcher considers several relevant studies to support this research, that are:

Firstly, research by Sukmawati, the title of the research "The Use of English Podcast Application to Improve Students' Listening Skills". Based on the findings and discussions this research is qualitative, this study shows that the use of podcasts a significant and positive impact on the development of students listening skills in English. The research conducted by Sukmawati found the results that the use of English podcasts applications can have a positive influence and can improve students listening comprehension skills.[13] The

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[13] Sukmawati, *The Use of English Podcast Application to Improve Students' Listening Skills* (UNIVERSITAS MUHAMMADIYAH MAKASAR, 2021).

similarities of this research and Sukmawati's research are that both examine the use of English podcasts, while the difference between this research and Sukmawati's research is that this research examines students' perception of using English podcasts, while Sukmawati's research focuses on the use of English podcasts application.

Secondly, research by Nurningsih, the tittle of the research "Students' Perceptions on Using Podcast to Learn Listening at The MTS Negri 1 Mataram". The research is qualitative descriptive based on the finding and result of this study from discussion conducted by the researcher regarding students' perceptions of the using podcast for the learning to listen at MTS Negri 1 Mataram can be conducted student perception of using podcast to learn to listen are cauterized be oppositive with a high percentage of class IX-1 and IX-2 with the highest percentage value 64.06% with 41 students aggreging. In addition, the use of podcast has benefits. Something helped increase comprehension, pronunciation rich vocabulary and fun. However, using podcast has drawback, there is unfamiliar accent that makes it difficult for students to understand.[14] The similarity of this research with Nurningsih's research is that they both examine students' perceptions of using podcasts. The difference between this research and Nurningsih's research is that this research is qualitative, while Nurningsih's research is quantitative.

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[14] Nurningsih Nurningsih, "Students' Perceptions on Using Podcasts to Learn Listening At The Mts Negeri 1 Mataram" (PhD Thesis, UIN Mataram, 2022).

Finally, research by Fadlan Chairuddin Lubis titled of the Research "Using Podcast for Improving Student Listening Skills" This research is an experimental research method, based on the researcher's result, using podcasts can improve students learning outcomes, especially in terms of listening skills. The podcast media to develop students listening skills can provide new strategies for students to be more active in learning to increase their listening skills. Light learning strategies make students not feel bored, and enthusiasm for learning increases.[15] The similarity of this research with Fadlan Chairuddin Lubis's research is that they both research the use of podcasts, while the difference between this research with Fadlan Chairuddin Lubis's research is that this research is qualitative and focus on students' perception of using podcasts, while Fadlan Chairuddin Lubis's research is experimental and focuses on the use of podcasts.

Related to the previous studies, the researcher will conduct research that is different from the previous research. This research will describe the perception with are focus on the opinions and views of students about learning to listen to English talk podcasts. The researcher made the special title for this research namely "Students' Perception Towards the Use of English Podcasts for Listening Comprehension at the Twelfth Grades Students of MA Miftahul Ulum Kebun Wangi Bluuran Karangpenang Sampang".

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[15] Fadlan Chairuddin Lubis, "Using Podcast for Improving Students' Listening Skills" (B.S. thesis, FITK UIN syarif Hidayatullah Jakarta, 2022).