

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to provide a comprehensive review of the literature related to how EFL learners use podcasts in their autonomous listening activities. This chapter is divided into two main sections. The first section presents the theoretical framework that underpins the study, outlining key concepts and theories relevant to autonomous learning and learning strategies. The second section reviews existing research on podcast listening activities.

2.1 Theoretical Framework

2.1.1 Autonomous Listening

The term of learning is not restricted only to schools in which the learners only receive information from the teacher. Since we live in this massive digital era, learners are provided with an abundance of resources that they can use for learning. Learners may explore wider materials and information based on their preferences and learning styles where they can manage their learning activities by themselves outside classrooms, anywhere and anytime, also known as autonomous learning. As stated by Leach (2000), learners can manage their self-learning at home, in a library, or in other places by using unlimited resources, such as video, radio, books, or Internet sources. Moreover, in autonomous learning, learners have control of the learning situation, and determine the objectives, methods, or strategies, and the content of what they want to learn (Holec, 1979). In line with that, Zulaihah and Harida (2017) elucidated that autonomous learner takes control of their studies by determining their learning needs and objectives, choosing the best learning methods, and evaluating and monitoring their progress. Robinson and Persky (2020) came up with the same notion that in autonomous learning, learners are responsible for learning without being influenced by external factors, such as curriculum. In addition, Hewitt-Taylor (2001) pointed out that in autonomous learning, learners have a freedom to determine which areas of content are more applicable and relatable to their personal lives. It can be concluded that autonomous learning is one of many learning methods in which the learners take charge of their learning process

based on their preferences and learning styles. It emphasizes their responsibility and self-regulation, enabling individuals to decide what, how, when, and where to learn without reliance on direct instruction or guidance from a teacher.

In addition, there are several strategies for autonomous learning. According to Wang (2010), there are three types of learning strategies in autonomous learning, such as:

1. Cognitive strategies, which involve questioning, taking notes, practicing memorizing by association, and analyzing reading.
2. Metacognitive strategies, including reflective learning, self-evaluation, self-supervision, data collection, study planning, and personal file creation.
3. Social mediation, which includes feeling at ease during activities, establishing group rules, working with peers, communicating effectively, and giving feedback on colleagues' work.

In line with that, de Boer, Bergstra, and Kostons (2012) pointed out that there are four strategies in the autonomous learning, as follows:

1. Cognitive strategies. It contains three types, such as elaboration strategies where the learners elaborate on the material that will be learned and their background knowledge. The second is the practice strategies, the learners repeat the materials and save the information that they got in their memory. The last phase is the organization strategies where the learners visualize the material that they got.
2. Metacognitive strategies. There are three phases in this strategy, such as planning strategies in which the learners set plans for their study time. The next phase is the performance phase where the learners do the task and monitor themselves related to the materials that they learn. Last, the evaluation and reflection phase where the learners evaluate what they have been learned.
3. Management strategies. It emphasizes the environment and conditions to support the learning processes. It involves the internal and external factors.

4. Motivational strategies. It focuses on engaging the learning encouragement.

There are three components involved in enhancing learning encouragement, such as learning objectives, task value, and positive attribution.

Moreover, autonomous learning can be applied to listening activities. Autonomous listening refers to learners' ability to enhance their listening skills independently outside classrooms, without the need for direct guidance from a teacher or instructor. As pointed out by Fatimah et al. (2021), in autonomous listening, learners take responsibility for improving their listening skills and enhancing their awareness of identifying the sounds and meanings in spoken language presented to them. In addition, autonomous listening offers flexibility which allows learners to select what they want to listen to, based on their proficiency levels and personal preferences. On the other hand, Kovtun et al. (2019) affirmed that in autonomous listening activities, learners independently overcome language and communication hurdles by undertaking deep listening to audio files. Therefore, it will boost learners' motivation to learn a language and make progress in their language proficiencies.

2.1.2 Listening Activities

For a long time, listening has been viewed as a passive skill, however, it is not. Listening is an active and complicated skill since it needs more affection to understand the message that people deliver in their utterances. Listening is an invisible mental process. Moreover, Kotorowicz-Jasińska (2020) pointed out that listening includes several aspects; "perception, attention, interpretation, response and memory." Listening is an active, complex, and conscious activity in which listeners should analyze, interpret, understand, and give responses to their counterparts (Rahman et al., 2018). Listening should involve good cooperation between the ears that listen to the counterpart's sound, the eyes that look at the counterpart's gestures while speaking, and the brain that processes the messages that have been received. Kutlu & Aslanoğlu (2009, p. 2013) explained that listening is "the process of one individual perceiving another via sense, (specifically aural) organs, assigning a meaning to the message and comprehending it."

Besides, in everyday life, people also listen to other sound sources, such as music, radio, television, video, podcasts, and many more. According to Brady-Myerov (2021) Listening is one of many ways that people learn and receive information. Therefore, listening is considered a fundamental skill in an individual's life, particularly in social interaction. Furthermore, Brady-Myerov (2021) pointed out that having good listening skills will help us to be more empathetic, better at reading and learning, and have good personal and interpersonal relationships.

In addition, listening plays a foundational role in the language learning activities, particularly in the English language learning. Listening skills are not only necessary for communication, but in the language learning process as well (Putra & Dianti, 2022). Moreover, as stated by Widodo and Gunawan (2019), good listening skills will help students acquire the target language. Therefore, skills comprehension will support learners' success in learning L2.

There are several stages of listening activities, such as pre-listening, listening, and post-listening. According to Vandergrift (2004), there are three stages of listening activities, such as:

1. Planning stage (pre-listening)

In the first stage, students are prepared for learning by activating prior knowledge, introducing the topic, and setting a purpose for listening. They might predict content based on a title, discuss key terms related to the audio, or identify the possible words they would come across.

2. Verification stage (while listening)

In the next stage, learners perform while listening to the audio to stay focused and engage with the content. Students may check the words they have written compare them with their peers, and point out the parts that still need special attention. In addition, students might identify main ideas or specific details, take notes, or match information.

3. Reflection stage (post-listening)

In the reflection stage, students reflect on what they've heard and consolidate their understanding. They might summarize the content, discuss the topic, or

respond to the comprehension questions. Subsequently, they might write the objectives for the upcoming listening activities.

In line with that, Goh and Taib (2006) explained that three steps in listening activities that could be implemented are:

1. Before listening

In this stage, the teacher engages the learners to discuss the topic they will listen to (brainstorm).

2. Listening

In (while) listening stage, learners may take notes from what they listen to.

3. Post-listening

In the last stage, the teacher evaluates the information that learners have got.

From another point of view, Movva et al. (2022) listed three stages in listening activities as well, such as:

1. Pre-listening

The teacher must prepare students before the listening activities by providing them with an explanation about the topic/information that they will listen to.

In addition, students are explained about the learning goals to get to know the essence of the learning activities.

2. While listening

In this stage, students listen to the listening material given by the teacher.

3. Post-listening

In the last stage, activities are carried out by asking the students to link the information they heard with their experiences and emotions and re-explain or criticize the information they heard.

2.1.3 Podcasts

At present, podcasts are a popular technology on the Internet. Formerly, the term podcast came up from the combination of “iPod” and “broadcast” which can only be accessed by iPod or Apple users but now, it is available on any kinds of devices and platforms (Kang, 2021). Podcasts are accessible and downloadable media that provide audio and/or video recordings that can be easily found on the Internet (Gargiulo & Debbie, 2022). In line with that,

Sysoyev (2014) noted that podcasts offer a time convenient in which listeners might listen to audio or watch video either streamed or downloaded. Some people nowadays tend to listen to podcasts since there are lots of free podcasts with various topics that take up real-life topics that relate to whoever listens to them, and some of them are available in various languages. In addition, the podcaster's communication style affects people more and more listening to their podcasts and it brings up an interesting interaction and connection between the podcaster and the listeners (Tobin & Guadagno, 2022). Moreover, Tobin and Guadagno (2022) proposed that podcasts are a considerable way to improve someone's knowledge.

2.1.4 Listening Activities Using Podcasts

Listening activities using podcasts are language learning practices where learners engage with podcast content to improve learners' listening skills. These activities include pre-listening tasks, while-listening tasks, and post-listening tasks. With all the conveniences and the positive impact of the times, podcasts have been chosen by most people as one of the supporting tools to ease people in learning, specifically in learning English. According to Kang (2021), podcasts have been popular and utilized in the area of education. Podcasts are considered simple, easy-to-use, and affordable techniques to be used in language classrooms and support learners with different learning styles (Gargiulo & Debbie, 2022). In the words of Cross (2014), podcasts allow learners to engage in autonomous learning either at home or in self-access centers using their gadgets, and easily access on the move with a portable media player.

Podcasts are one of the learning resources that provide authentic materials. It is not only designed for learning but also a media used for sharing any kinds of information in society. Regularly, the language used in podcasts reflects a real language that can help the listeners to understand more the content. Furthermore, Breen (1985) pointed out that the use of authentic input makes learners get closer to the target language. Moreover, there are several considerations of why use podcasts as a teaching aid, as mentioned by Putra and Dianti (2022); podcasts are unique, flexible, accessible, innovative, and motivating tools, provide

authentic listening sources and real-life learning materials, cover various contents, and students will have full control of their learning. Indahsari (2020) added that by using podcasts, learners' confidence can be built, their listening activities can be more enjoyable, it stimulates them in encouraging the target language, and helps them to focus more.

2.2 Study of Relevant Research

Numerous researchers have recognized that podcasts can be integrated into the language-learning process, particularly in learning English. Furthermore, several studies mentioned that podcasts are considered to be used by learners in their autonomous learning outside the formal classroom. Based on a research study by Cross (2014) involved a non-native English speaker who was interviewed for over 9 weeks for the autonomous listening activity of podcasts. In the first week, she was interviewed about the type of podcast, the way she manipulates it, and the listening order. During the period of her podcast listening, she chose different kinds of topics and changed the sequences of listening to explore suitable strategies for listening. There are 10 stages that the participant does of podcast listening, such as sequential podcast activities, formulating ideas based on the written introduction, validating and improving ideas by listening to the introduction, evaluating ideas by listening to the complete story, identifying segment boundaries by listening to the entire story, sequentially listen to each segment twice, transcribe the most challenging content, confirm comprehension by listening to the entire story, evaluate it by comparing and reading the transcript, and review the transcript. Therefore, the result of the study gives an overview of how using podcasts in autonomous learning, specifically in autonomous daily listening activities can take into consideration maximizing the ability of listening to L2.

Additionally, in a research project undertaken by O'Bryan & Hegelheimer (2007) involving graduate and undergraduate students with different majors and nationalities are instructed to listen to fourteen podcasts with two hours length per week for over fifteen weeks. They are assigned to take notes and write down challenges that they find while listening to podcasts. It is intended to allow the

students to understand and implement the strategies of listening and enhance their language proficiencies. Moreover, according to the results of experimental research by Kovtun et al. (2019), their participants show positive impacts of using podcasts in autonomous learning, such as enhancing their language proficiency, particularly listening skills, and learning by using podcasts makes the lessons less formal and becomes interesting. In consequence, those studies that have been carried out by several researchers provide an understanding of using podcasts in autonomous listening activities as an option.