

CHAPTER I

INTRODUCTION

A. Background

In this 21st century, nearly all rudiments of modern life use technology to sustain or help human life. Therefore, the world of education did not discard the possibility to use technology in the learning process. One of the technologies that can be used in learning English is namely Podcasts. It is the combination of the word iPod and broadcasting, which comprises audio or video that are published on the internet (Stanley, 2006). It can be used through the internet freely and widely accessible worldwide. The podcast can listen on any devices that support MP3/MP4 files such as a computer, Smartphone, and MP3 player (Bustari, Samad, & Achmad, 2017), which can be entered into mobile-assisted language learning (MALL). According to Farangi, Nejadghanbar, Askary, & Ghorbani (as cited in Rossel-Aguilar, 2013) Podcast has been broadly investigated as a significant way to improve learner's learning ability in and out of the language classroom, which is the trends among MALL (2015).

The study using podcasts for teaching and learning English has been investigated by several researchers. The researchers have found the impact of the use of podcasts in education such as its influence of improving listening and speaking skill (Bustari et al., 2017; Abdulrahman, Basalama, & Widodo, 2018; Yoestara & Putri, 2019), increasing student's

motivation and attitude in learning English. (Meng Chan, Won Chi, Nyet Chin, & Yao Lin, 2011; Chung & Kim, 2016) . Not only that, but Hasan & Hoon (as cited in Kaplan-Leiserson, 2005; Chan et al. 2011) also stated in their research finding that podcasts can advance language learning in pronunciation, vocabulary, grammar, and related learning activities. The students showed positive perceptions and attitudes towards the use of podcasts in learning English, and they have enjoyed using podcasts (Darwis, 2016).

Some of the research results mentioned above have shown a good impact on learning English using Podcasts. However, the previous studies were done in the classroom learning method. On this occasion, the researcher sought people who learned English using the Podcast autodidact among university students to examine their perceptions in using the Podcast to learn English by self-taught. The researcher also conducted this study because Podcasts are being widely used in Indonesia. Many people use Podcasts as speakers on various topics or as podcast listeners only. The researcher is one of Indonesia's Podcast listeners. Therefore, the researcher became curious about the use of English Podcasts, especially in the realm of education, and found several research results as mentioned in the previous paragraph.

Contrastingly, there were 3 university students at one of the universities in Tasikmalaya whose using Podcast autodidact in learning English. This goes along with Mohammadzadeh (2010) which stated

podcast can be used efficiently for language teaching-learning purposes.

Two of the three participants were the result of a survey conducted by the researcher, and one participant volunteered to become a participant for this study. Even though the participant volunteered, the researcher still asked the participant to convince participants in the participation in this study.

Dealing with the phenomenon of Covid-19 nowadays, the researcher feels interested to research three university students who use Podcast in learning English as an autodidact. The researcher would like to obtain the university students' perceptions along with their experience of using Podcast in learning English, whether appropriate to use in learning English in the classroom at the university student level during this Covid-19 pandemic or it is even less practicable and just worth to used autodidact like they used without guidance from the lecturers. Although there has been a lot of research about podcasts, most of the research is done using a quantitative research design, and further research still needs to be conducted since many possibilities in the integration of Podcasts in language learning in different contexts. To fill this gap, this study attempts to investigate the university students' perceptions towards the use of Podcast in learning English based on their own experiences, as well as their views if Podcast were using as English learning media during the Covid-19 pandemic, which will be analyzed by using qualitative research design analysis; descriptive case study.

B. Formulation of the Problem

Concerning the background of the problem above, the formulation of the problem in this study is "what are the university students' perceptions towards the use of podcasts in learning English?"

C. Operational Definitions

To avoid misunderstanding about the terms set out in this research, here are some definitions related to this research, as follows:

1. University students' perceptions : This is the ability of university students to understand and become aware of something from sensory information and perception, as well as viewpoints about the use of podcasts in learning English as autodidact through the senses as a result of understanding.
2. Podcast in learning English : This is one of the technologies used by university students to learn English as an autodidact on Spotify or YouTube. It consists of audio, video, and a combination of audio and image.

It can be used everywhere, anytime, and freely used through a mobile device.

3. Technology Enhanced Language : The technology used to enhance Learning (TELL) the learning experience, make learning easier to learn something. It helps university students in learning English to improve their language skills by using Podcasts.

D. Aim of the Study

This study aims to discover and give some useful information about university student's perceptions of the use of podcasts in learning English.

E. Significance of the Study

Theoretically, this study will expand the pedagogical approach of using podcasts in learning English. Empirically, this study will provide empirical insights into how university students' perceptions of the use of podcasts in learning English. Then, practically, this study will serve university students with innovative language learning using podcasts on their mobile devices.