

CHAPTER 2

LITERATURE REVIEW

2.1 Listening Activities

2.1.1 Definition of Listening

Listening is the ability to accurately receive and interpret messages in the communication process. Marleni (2015) states that listening is a language skill with a goal to understand spoken text, and build the language skill to communicate in the real situation. The active skill produces the language. The learners know how to express the language. Meanwhile, Brown (1991) stated that listening is the activity of paying attention to and trying to get the meaning from something we hear.

Marleni (2015) said that listening comprehension is the ability to understand the meaning of spoken text which is called the extensive listening or meaning focused listening which concerns the understanding of meaning with a top down approach as the basic skill to master other language skills. Therefore, comprehension will usually be found in the learner's mind. It is clear that listening comprehension is not only a process of identifying sounds, but also a process of catching the idea of the spoken text whether it is stated explicitly or implicitly.

2.1.2 Types of Listening

Derrington & Groom (2004) stated five differences types of listening as following:

1) Informative Listening

The aim of this listening is to learn, understand, and grasp information. The listener concentrates on the message being given. This may be the content of a lesson, directions, instructions, etc. This type of listening is considered a passive form of listening. In this case

it is because the listener is not judging, critiquing, or evaluating the message. The listener just listens to understand it.

2) Appreciative Listening

Where the listener gains pleasure/satisfaction from listening to a certain type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers. These are personal preferences and may have been shaped through our experiences and expectations.

3) Critical Listening

Where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker.

4) Discriminative Listening

Where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc. Where the listener may recognize and pinpoint a specific engine fault, a familiar laugh from a crowded theater or their own child's cry in a noisy playground. This ability may be affected by hearing impairment.

5) Empathic Listening

Where the listener tends to listen rather than talk. Their non-verbal behavior indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient.

2.1.3 Challenges in English Listening Activities

According to Bingol, Celik, Yidliz, and Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension. Some of these problems are as follows:

1) Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

2) Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension.

3) Accent

Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

2.2 Podcast as a Media in English Listening Activities

2.2.1 Definition of Podcast

As stated by Jham (2008), Podcasts are media files that can be distributed via the Internet and played on computers and hand held devices. The term "podcast" originates from the mixture of the name of the presently well-liked player (iPod) with "broadcast". Podcasts are self-contained broadcasts that immediately engage the learners with the outcomes of a given lecture (Evans, 2008). With the ease in technology and internet connection it is not difficult to access Podcasts now. Podcasts can be accessed anywhere and anytime as long as there is internet connection. Moreover, we can download it first if we want to listen to it offline. As Jham et al., (2008) stated "The essence of podcasting is the creation of audio or video content for an audience that wants to listen to what they want, whenever they want, wherever they want, and the way they want" (p. 278).

Evans (2008) argued that compared with traditional lectures, e-learning has the advantage of permitting learners to settle on (within constraints) when, where, and the way they study. Nowadays everyone has the convenience of accessing the internet and using technology and daily activities. This has a positive impact, one of which is on the teaching and learning process, especially in times of pandemics COVID-19 like now. Where everything is limited because most activities have to be done online, using Podcasts can be an interesting alternative.

2.2.2 The Advantages of Podcast

Jham (2008) stated that the use of podcasts is growing rapidly in the education field. In the UK, at least twenty schools are using this technology, including the universities of Wales, Dundee, Cambridge, Coventry, and Hertfordshire; Cranfield School of Management; and Imperial College London.

There are numerous advantages of podcasts as explained by Jham (2008):

- 1) Podcasts let the listeners to listen to the recordings on demand, i.e., whenever and wherever they wants;
- 2) Podcast production is comparatively cheap, which obviates any need for costs to be shifted to the listener (this is why almost all podcast “subscriptions” are free);
- 3) Podcasts are digital and thus available online to anyone in the world with online access; and
- 4) Podcasts are simple and user-friendly.

2.2.3 The Disadvantages of Podcast

Besides advantages there were also disadvantages of using Podcasts. Jham (2008) said that a podcast is essentially a passive learning experience focused on an audio or audio/video facility alone.

One way to overcome this problem would be to develop podcasts and vodcasts that are more interactive through the use of pauses for reflection by the viewer/listener on questions presented in the media. Moreover, the first challenge is that in order to effectively use the podcast, learners or teachers should be connected to the internet. The second challenge is pertinent to the complexity of the content of the podcast. Teachers should create the content which is suitable with the level of their learners. Teachers applying podcasts in teaching listening skills must upload their content with connected internet data (Bakhsh & Gilakjani, 2021).

2.3 Study of the Relevant Research

Before the researcher decided to conduct this research, several relevant studies about Podcast benefits in improving language learners' skills have been done by researchers. Furthermore, the five previous studies will be described by the researcher below:

First, a study conducted by Kargozari & Zarinkamar (2014). This study attempts to investigate the effect of using podcasts on vocabulary learning of Iranian EFL university students. Furthermore, it aimed to report about learners' attitudes toward using podcasts as a tool to enhance lexical items. The paper describes the pedagogical usage of podcasts in learning English as a foreign language. The findings of the study showed both quantitatively and qualitatively that participants in the experimental group who were exposed to podcasts outperformed the participants of the control group in vocabulary learning. The observed development in vocabulary learning as the result of using podcasts and participants' positive attitudes toward using them in this study are consistent with findings of the other studies.

Second, a study conducted by Harahap (2020). This study is conducted at one of universities in Indonesia, in which questionnaire and interview were the instruments used in this study to collect the data from the university students as the participants. In conclusion, students moderately engage

themselves to sharpen their English, namely listening with technology experiences. Most of the participants agreed that they like podcasts because it helped them in learning English. The findings and discussion showed students agreed that podcasts could help them in learning English and they have willingness in using podcasts as a media for students' listening skill. The students like podcasts very much and they had a positive attitude towards using them.

Third, a study conducted by Asy'ari (2022). This study proposes an alternative method to teach student by using podcast, in which the teaching listening process is applied. The method used in this research was a quantitative method. The design used was pretest and post-test. The researcher used podcasts in teaching listening. Then the researcher gave the test to collect data. The result reveals that pretest cout performed the post-test with significance value 2% or 0.000 as indicated in table 4.7. Significance value (sig. 2-tailed) 2% or 0.000 is lower than alpha level of 5% or 0.05. The significant difference between both groups is found. Therefore, the Null Hypothesis is rejected in favor of the Alternative Hypothesis. Hence, podcast are effective to be used in teaching listening at the Global English Course Pare Kediri.

Fourth, a study conducted by Naeem, (2022) attempting to investigate the impact of using Google Podcasts in developing prospective EFL teachers' listening comprehension skills, this study was conducted during the first semester of the academic year 2021/ 2022. Findings revealed that podcasts developed prospective EFL teachers' recognition of literal meaning, purpose determination, reasoning analysis and conclusion drawing. Two listening comprehension skills were not significantly developed; namely: inference making and evidence finding.

Fifth, a study conducted by Yaman (2016), in which discusses the potential benefits of using podcasts for language learning purposes in Turkish EFL context. Briefly, podcasting can be employed as an effective tool to raise learner autonomy in language learning. Besides, the broadcasting of self-created podcasts raises a privacy concern. The use of podcasts for language

learning and teaching purposes definitely has several merits; nevertheless, the weak points likely to be involved in the application process should be carefully identified and eliminated as much as possible. For this reason, language teachers should undertake a guiding role throughout the process of access to right podcast sites and encourage students to create their own podcasts on a regular basis.

This present study has some differences and similarities with those previous studies. The similarity is this research was related to the use of Podcast in English listening activities and its benefits. While the differences of this research is this present study explores non- English Education students' perception of using Podcast in informative listening, not a formal listening teaching learning process in the classroom.