CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Podcasts

The term "Podcasts" is an acronym for "play-on-demand" and "broadcast," and it was eventually used to refer to the iPod and the Apple Podcasts application (Hammersley, 2004). Then, about a year since Apple released its Podcasts feature in 2005, audio broadcasts started to appear from various radio networks, such as the BBC, CBC Radio One, NPR, and so on. Moreover, (Basaran & Cabaroglu, 2014, p.3) stated that Podcasts was a compound term coined from "iPod" and "broadcast" meaning broadcasting via the internet to be played on iPods.

In a broad sense, Podcasts are an innovation of technology for broadcasting audio files and programs on the internet. It's contained audio that can be listened into the computer or downloaded to any digital apparatus for later listening. As mentioned by Man Sze (2006), the Podcasts were audio and sometimes video programs on the web that typically updated their episodes at regular intervals. As part of the mobile learning application Podcasts soon became familiar because of the rapid development of portable audio, and video players, and the free delivery of digital content on the internet. Merhi in 2015 mentioned that Podcasting, a technology designed for personal pleasure or information consumption, has become one of the fastest-growing technologies in distance learning during the last several years.

According to Hammersly in 2004, there are three types of Podcasts: 1) Interview Podcasts, is a type of Podcasts that involves one to two hosts talking to one or more sources. Generally, this type of Podcasts will feature topics in a question-and-answer style between the host and the source in each episode; 2) Monologue Podcasts, that only have one person as the host and source are also known as monologue Podcasts or solo Podcasts. This type of Podcasts

usually contains topics from personal opinions related to issues that are currently being discussed; 3) Conversational Podcasts, also known as multi-hosted Podcasts. Called multi-hosted because this Podcasts consists of two hosts, so the topics presented can be livelier. This type of Podcasts generally presents a discussion with different opinions and perspectives from each person. So, Podcasts listeners will be entertained by the debates that occur.

On the other hand, Podcasts has three different types available on the internet, including audio Podcasts, video Podcasts and enhanced Podcasts (a combination of image and audio) (Darwis, 2016). Audio Podcasts is the most popular and the most used because it only contains audio and only takes up small storage space, and mostly in MP3 format and can be played with or without an internet connection because it can be download like Podcasts on Spotify application. Some English Podcasts available on the Spotify application provide Podcasts transcripts to help listeners understand the content. The transcripts are accessed through the website listed in the description column. Some of the available transcripts are in written form on the website listed, and some can be downloaded and the results are in pdf form. Another type of Podcasts is a Video Podcasts, which contains video and audio in a single format. Video Podcasts are usually in MP4 format and need more storage space than audio Podcasts, this can be watched via YouTube application. Some Podcasts on the YouTube application also provide transcripts such as on Spotify. The difference between the two is the transcript on Spotify can be accessed through the website linked in the description. Still, transcript of Podcasts on the YouTube application is in the form of a video subtitle. The last type of Podcasts is enhanced Podcasts, it is a combination of image and audio meanwhile, there is no specific information regarding this type of Podcasts.

In this study, Podcasts refers to monologue English Podcasts that is available on the internet, including audio Podcasts, video Podcasts and enhanced Podcasts used by university students to improve listening skills that can be accessed from YouTube and Spotify. It consisted of audio, sometimes a combination of audio and video or audio and image. It is accessible to be downloaded from the internet sp that it can be freely used anywhere and anytime through a mobile device.

Previous studies show that Podcasts was attractive in the teaching and learning English as a foreign language listening comprehension. According to Jain and Hashmi in 2013 in their research entitled "Advantages of Podcasts in English Language Classroom" says that Podcasts a new way of learning has offered opportunities and ensured the best level of listening skill, speaking skill and presentation skills among learners. The advantages of using Podcasts in language learning boost the idea to broaden the possibility of faster learning and captivate the mind towards addressing and focusing old revisions of old teaching methods and unfold the idea of students' learning in Target Language should be viewed in a new perspective (Jain & Hashmi, 2013). In addition, some other studies also found that the student's motivation and positive attitude toward language learning increased when Podcasts was used to support the learning process (O'Bryan & Hegelheimer, 2007; Rosell-Aguilar, 2007; Ducate & Lomicka, 2009; Ashraf et al., 2011; Hasan & Hoon 2012; Al-Fadda & Al-Qasim, 2013). Moreover, an experimental study with Iranian EFL students also revealed that the students who used Podcasts had higher listening comprehension scores and higher learning motivation, compared to those who did not (Shiri, 2015). Shiri (2015) further explained the interview result in which the students considered Podcasts an important learning tool to support their listening and speaking performance. These previous research results support the use of Podcasts in language learning.

2.1.2 Listening Skill

Listening skills is an important aspect of communicating with others. Feyten stated that listening is used more than 45% in communication, which shows how important this skill is in overall language ability (2010). It is a crucial skill that provides the basis for successful communication and professional career (Liubiniene, 2009). In the context of language learning, when students want to comprehend a language, particularly English, they must first listen. Students can produce language by using the words they learned from listening to speak and write. Listening skills can be developed through consistent practice (Liubiniene, 2009). Effective listening skills foster the ability to learn and adapt new information, knowledge, and skills (Liubiniene, 2009). Moreover, in recent years when listening

is examined in relation not only to comprehension but also to language learning, listening has been considered from a further perspective (Nor, 2014).

Teaching listening needs a bit more on the part of the teacher than that of the learners. Thus, being an effective teacher is extremely critical thing to improving students' learning. In 1996, Brosh found that effective language teachers should have the following qualities: knowledge and command of the target language; ability to organize, explain, and clarify, as well as arouse and sustain interest and motivation among students; being fair to students by showing neither favoritism nor prejudice, and being available to students. One of the main principles of teaching listening is that language material should be intended to use for training listening comprehension and it should never be presented visually first. Therefore, audio listening is a great tool to achieve this objective. Furthermore, Brown states that teaching means to help someone to learn how to do something, to guide someone in the study of something, and to provide someone with knowledge (2000, p.7).

2.1.3 Perception

Perception is an act of perceiving an opinion on something in an environment. Perception is a word that is closely related to human psychology, it has been defined in various ways, according to Harvey and Smith in Martono (2005) perception is a process of assessing or building impressions toward various things that exists in the human senses. While according to Nelson and Quick (1997) said that perception is a process used to analyze the information provided by others. Rao and Narayan in Zulhernanda (2018) also stated that "perception is the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work environment. In this research, perception refers to students' perception of Podcasts as an effective way to improve their listening skills.

2.2 Study of the Relevant Research

The writer has some relevant previous research, there are:

Article entitled, "Podcasts Impacts on Students' Listening Skill: A Case Study Based on Students' Perceptions" by Harahap in 2020 revealed that Podcasts

was an alternative teaching media to support students' listening skills. In the development of ICT, Podcasts is a digital recording that contains a recorded program from television, radio, and interviews using the internet. The present study aimed to explore Podcasts effects on listening skills for university students. This study involved fourteen students in the second semester of Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Mandailing Natal as participants. Questionnaires and interviews were the instruments used in this study to collect the data. In conclusion, students moderately engage themselves to sharpen their English namely by listening to technology experiences. Most of the participants agreed that they like Podcasts because they helped them in learning English. Podcasts provided tremendous topics and activities which make both teachers and students enrich their knowledge and develop their English skills for educational purposes.

Then, the article entitled "Podcasts Effects on EFL Learners' Listening Comprehension." by Rahman et al. in 2018 presented that the current investigation expected to investigate web recording consequences for EFL students' listening appreciation. This examination included sixty understudies looking over the 11th-grade understudies of the science office at SMU Negeri 1 Luwu in 2017/2018 scholarly years. They isolated into two gatherings, to be specific the exploratory and control bunch. The listening perception test and the open-finished inquiries were controlled to satisfy the targets of the examination. The quantitative information was broken down by using matched and autonomous examples t-tests, and the subjective information was investigated through an open coding strategy by distinguishing, naming, and depicting the marvels of the assembled information. The quantitative outcomes demonstrated that the utilization of web recording was more powerful than the utilization of non-digital broadcasts.