

# CHAPTER I

## INTRODUCTION

This chapter presents some points. Those are the background of the research, statement of the problem, objectives of the research, significance of the research, scope of the research, and operational definition.

### **I.1 Background of the Research**

In developing countries, such as Indonesia, English is considered a foreign language (Kachru, 1992), which is a compulsory subject to study, especially in Indonesian secondary school. This means that Indonesian students have limited exposure to English because they only have English in a formal setting, whereas English doesn't usually use outside the classroom. As a result, students' English performance is still considered low and needs improvement (Mulyadi, 2011). This is following the previous research of Sawir (2005) which states that most international students from Asia, including Indonesia, have listened and spoken difficulty because they were not well prepared with that skill in their secondary school. Students' listening skills must be one of the focus skills to be acquired to improve their students' speaking skills (Hasan & Hoon, 2012; Weiler, 2012). Therefore, middle school English teachers should consider using podcasts as one possible alternative to address this problem as suggested by Rosell-Aguilar (2007). Podcasting (a combination of the word iPod and broadcasting) is asynchronous CMC (Computer-Mediated Communication), which contains audio/video published on the Internet and updated in regular intervals (Stanley, 2006).

English is one of the subjects that can use podcats assistance to increase students' understanding and ability in speaking English. with the help of podcasts, students will be more accustomed to listening to subject matter in English compared to just listening to the teacher explain in front of the class. With the increasing frequency of students listening to English by native through podcast media, it is expected that the hearing sensitivity of students in English will increase. Besides, students can repeat material and prepare for exams even if there

is material left behind, instructions, explanations, and direct voices from the teacher can also be heard through podcasts. So, all of this can increase student self-confidence and encourage student motivation in learning English.

Based on previous research with interviews, the researcher found that a student was very interested in Podcast media and said that learning to listen to understanding using podcast programs was very fun and enjoyable. But on the other hand, the researchers also found some problems. The problem is that there are some students who still have difficulty downloading audio from podcast programs, then there are also some students who don't have laptops and smartphones that are capable of listening to them.

Furthermore, some students also said that they are very interested in podcast programs because the audio in podcasts can be heard anywhere despite doing other work. They can be fun to do assignments because Podcasts are short, challenging and supported by transcripts, worksheets, and vocabulary assignments.

From the assumptions of the students mentioned above, they differed in the opinion that some students were pro or agreed to use podcasts and on the other hand they were against or disagreed with using podcasts for any reason. The difference between the two assumptions will arise perceptions between them.

Perception also plays a role in learning performance. According to Chambers Dictionary, perception is defined as the act of being aware of one's environment through physical sensations, which indicate the individual's ability to understand. Performance always depends on perception, the result of perception of the innate organizing process.

Sudirman, (2001) provides more detail about the five factors that influence the student learning process; Namely IQ, attitude, intelligence, perception, and motivation (quoted in Mardiana, 2017). The process of perception starts from an object in the real world, which is called a distal stimulus or distal object such as light, sound, the physical process of the object determines the sense organs of the body. The perception process is mainly influenced by three factors, namely internal factors such as needs and desires, personality and experience, then external factors such as size, intensity, frequency, status, and contrast.

The problem of listening inability does not only occur at the lower grade level but also the upper-grade level. the same thing happened in the INEC (*Intensive English Course*) Foundation. The researcher chose the object of the research at the INEC Foundation for several reasons which are relevant to the topic. at INEC Foundation there are lots of learning methods used including public speaking, module-based learning, study tours to places with lots of tourists, dialogue with natives, and most importantly the use of podcast media to help students learn to listen, in addition, there are many students in all grade levels that can be studied.

Based on these problems, the researchers are interested in conducting research with the title "EFL Student Perceptions towards the Use of Podcasts as Media to Learn Listening Skill of Training Class in INEC Foundation ".

### **1.2 Statement of The Problem**

Based on the background of the research above, I formulated the statement of the problem as follows :

How is EFL students' perception towards the use of podcasts as media to learn a listening skill of Training Class in INEC Foundation?

### **1.3 Objective of The Research**

Based on the statement of the problem above, I formulated the objective of the research as follows:

To find out the EFL student's perception towards the use of podcasts as media to learn listening skills students of Training Class in INEC Foundation .

### **1.4 Significance of The Research**

Based on the objective of the research above, I formulated the significance of the research as follow :

#### **1. The researcher**

This research hopefully will be useful for the next researcher who wants to conduct similar research.

## 2. The reader

The reader hopefully can attract podcasts as media to learn listening skills for EFL students.

### 1.5 Scope of the Research

The researcher provides the scope of the research so that there is no misinterpretation. Here, the researcher only focuses on the student perception towards the use of podcasts to help EFL students in learning English, the respondent is students of INEC Foundation.

The researcher will take the subject from TC (*Training Class*) students of the INEC Foundation English Course in the academic period of 2020/2021. The researcher takes the TC (*Training Class*) because this program focuses on speaking, grammar, writing and the most important is listening and also the delivery of material in the class is 100% in English. very different from the CTC (*Candidate Training Class*) which only focuses on the basic material of sentence construction. This subject is taken to enrich the data of the students' perception of Podcasts as media to learn Listening skills.

### 1.6 Operational Definition

To have the same idea and concept in this study, the researcher tried to explain some related terms as follow:

#### a. Student Perception

Student perception is student opinions based on their perspective towards podcast as media to learn listening for EFL student

#### b. Podcast

The podcast comes from the word POD meaning portable on-demand, and "cast" is the related word for broadcast. The Podcast is an audiovisual technology that has developed in the millennial era. in other words, podcasting is a method for distributing sound and video content on the web as a series of scenes with a specific topic.

c. Listening skill

Listening skill is an ability that allows a language used to understand the language used orally, listening skills are an important part and cannot be ignored in language learning, especially if the aim of the organizer is the complete mastery of language skills.

d. TC (Training Class) of INEC Foundation

TC (Training Class) at INEC Foundation is one class that only focuses on English aspects such as speaking, writing, reading, and listening. and 100% of the communication in class is in English.

