

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Theoretical Description

##### 1. Podcast

###### a. The Definition of Podcast

Podcast is created by combining the terms “iPod” and “broadcast”. It creates episodically audio and video files to be downloaded and listened to on your device, tablet, mobile, or other audio or video division.<sup>1</sup> A podcast is a collection of media files, typically audio and/or video, that was made available on the Internet for download onto a computer.<sup>2</sup> We can choose any kind of podcast we will like to listen. With technological advances we can easily access the podcast as learning tools.

Podcasts, particularly in the context of the emerging Mobile Assisted Language Learning (MALL), are a useful tool for improving speech abilities in language acquisition settings.<sup>3</sup> The podcast has been explored by several researchers as an alternative teaching tool to help students improve their listening skills. Podcasts are popular for their authentic listening programs prepared by proficient speakers, and they are extremely beneficial for learners to produce natural speech as native speakers.

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<sup>1</sup> Alfian, Asrun Lio, La Ode Sidu Marafat, The Use of Audio Podcast for Teaching Listening Comprehension, *Journal of Language Education and Educational Technology* 4, No. 1, Halu Oleo University Indonesia (2019): 1, [www.ojs.uho.ac.id](http://www.ojs.uho.ac.id).

<sup>2</sup> Wai Meng Chan, Seo Won Chi, Kwee Net Chin, Chiung Yao Lin, Students' Perceptions of and Attitudes Towards Podcast Based Learning A Comparison of Two Languages Podcast Projects, *Electronic Journal of Foreign Language Teaching* 8, No. 1, National University of Singapore (2011): 313, <https://e-flt.nus.edu.sg/wp-content/uploads/2020/09/v8s12011/chan.pdf>

<sup>3</sup> Birgit Phillips, Student-Produced Podcasts in Language Learning – Exploring Student Perceptions of Podcast Activities, *IAFOR Journal of Education* 5, Issue 3, University of Applied Sciences Burgenland Austria (2017): 158, [www.files.eric.ed.gov](http://www.files.eric.ed.gov).

Podcast is characterized and explained by many researchers from various angles. As defined Iskandar, Ahmad and Diana, Podcast is a multimedia recording featuring television, radio, and interview programs broadcast.<sup>4</sup> Podcasting is the name given to the publication of audio (usually mp3 files) over the Internet, intended for downloading and listening on a portable mp3 player of some kind, or on a personal computer. Delsa and Dina also said podcasting is a portmanteau of the terms iPod and broadcasting.<sup>5</sup> Ramli state that podcast is one of the interactive media used in the creation of listening and speaking skills to enhance the classroom learning process.<sup>6</sup> Boris, Supawan, and Christine mention that podcasts are recorded audio files that can be integrated to provide customized content in educational and training environments, during a given semester, students attend a particular course.<sup>7</sup> It allows users to connect with individuals all over the world and provides them with a diverse range of viewpoints and experiences. From the few meanings above, we can pull the simple insight that a podcast is an audio file that is uploaded to the internet on a regular basis and can be downloaded and heard by anyone, anywhere at any time.

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<sup>4</sup> Iskandar Abdul Samad, Ahmad Bustari, Diana Ahmad, The Use of Podcast in Improving Students' Speaking Skill, Vol 3. No. 2, December 2017, *Journal of English Language and Education* 3, No. 2, (2017): 97, <https://ejournal.mercubuana-yogya.ac.id/index.php/jele/article/view/256>

<sup>5</sup> Delsa Miranty, Dina Rachmawati, Designing Podcast for Students: a Prototype for Teaching English in Listening Class, *The Journal of English Language Studies* 01, No. 02, September 2016: 107, [www.jurnal.untirta.ac.id](http://www.jurnal.untirta.ac.id).

<sup>6</sup> Ramli, The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners, *Advances in Social Science, Education and Humanities Research* 145, International Conference on English Language Teaching (ICONELT 2017): 189, <https://www.atlantispress.com/proceedings/iconelt-17/25889011>

<sup>7</sup> Doris U. Bolliger, Supawan Supanakorn, Christine Boggs, Impact of podcasting on student motivation in the online learning environment, *ELSEVIER Computers & Education* 55, (2010): 714, <http://www.elsevier.com/locate/compedu>.

For a group of people who want to listen to what they want, where they want, and how they want to listen, the nature of podcasting is to create audio or video content.<sup>8</sup> Podcasting is the incorporation of audio recordings through which we can serve our own materials and distribute them both inside and outside of the school environment. Students listen to their favorite tracks files on a device. Similarly, they obtain their academic achievement through entertainment.

Listening apps have become more common in the field of language teaching, and 'podcasting' tries to appeal to language students in particular; Podcasts may provide more current and credible listening practice both inside and outside of the classroom.<sup>9</sup> Podcasts can be utilized simply to offer motivated students with more linguistic input. However, if we want to use them in class, we must invest time in selecting appropriate ones and creating assignments and activities to help students through the listening process.

Podcasts provide the potential for creating educational content and supporting the dissemination of science.<sup>10</sup> These frequently include activities that draw on the students' leading up understanding of the subject matter of the podcasts (pre-listening activity),

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<sup>8</sup> Bruno C. Jham, Gabriela V. Duraes, Howard E. Strassler, Luis G. Sensi, Joining the Podcast Revolution, *Journal of Dental Education* 72, No. 3, (2008): 278-279, <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.552.3579&rep=rep1&type=pdf>.

<sup>9</sup> Nada Al Qasim, Hind Al Fadda, From Call to Mall: The Effectiveness of Podcast on EFL Higher Education Students' Listening Comprehension, *English Language Teaching* 6, No. 9, Canadian Center of Science and Education (2013): 30, <https://files.eric.ed.gov/fulltext/EJ1077142.pdf>

<sup>10</sup> Amara Callistus Nwosu, Daniel Monnery, Victoria Louise Reid, Laura Chapman, Use of podcast technology to facilitate education, communication and dissemination in palliative care: the development of the AmiPal podcast, *BMJ Supportive & Palliative Care* (2017): 216, <https://livrepository.liverpool.ac.uk/3002964/1/AmiPal%20podcast%20paper%20-%20BMJSpcare%20-%20Post%20print%20-%20self%20archived.pdf>

some while-listening activities, and some post-listening activities. Four types of podcasts, ESL, native English, lesson planning (IELTS and TOEFL), and student development are examples of activities that can be implemented in an EFL classroom.<sup>11</sup>

Podcasts make use of voice, which is the most powerful tool for quickly connecting with an audience.<sup>12</sup> Thus, a podcast is a collection of sound files that contain comprehensive educational information designed to make the user an advanced learner. The podcast covers a wide range of topics, including education, fashion, food, sports, game, and so on. The single-source video podcast usually contains a story or opinion based on only one view. As for the podcast of some sources, there are several different views, with differences of opinion resulting in a discussion that leads to a conclusion and a new discovery.

#### **b. The Types of Podcasts**

There are numerous websites on the internet that provide multiple types of podcasts with varying content.<sup>13</sup> The audio podcast is the most common and easiest to use. It only contains audio and requires only a small amount of space. It is mostly in MP3 format and can be listened to on any MP3 player. Unlike audio podcasts, enhanced podcasts combine

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<sup>11</sup> Nada Al Qasim, Hind Al Fadda, From Call to Mall: The Effectiveness of Podcast on EFL Higher Education Students' Listening Comprehension, *English Language Teaching* 6, No. 9, Canadian Center of Science and Education (2013): 31, <https://files.eric.ed.gov/fulltext/EJ1077142.pdf>

<sup>12</sup> Tryanti Abdulrahman, Nonny Basalama, Mohammad Rizky Widodo, The Impact of Podcast on EFL Students' Listening Comprehension, *International Journal of Language Education* 2, No. 2, (2018): 25, <https://eric.ed.gov/?id=EJ1245044>

<sup>13</sup> Robi Darwis, Students' Perception towards the Use of Podcast in Learning English: A Case Study of the Second Grade Students at One High School in Bandung, *Journal of English and Education* 4, No. 2, Department of English Education Indonesia University of Education (2016): 83, <https://media.neliti.com/media/publications/191846-EN-students-perceptions-towards-the-use-of-podcast>

audio and digital images. A video podcast, on the other hand, manages to combine audio and video into a single document. Video podcasts, which are typically created in MP4 format, necessitate more storage area.

Podcasts come in a variety of formats, including audio and, more recently, conversation videos. All of these podcasts are available on the internet and can be used to teach and learn English. Man-Man SZE in Roviqur shows the following podcast content types:<sup>14</sup>

- 1) Comprehensive. It encompasses a wide range of material categories; typical listening comprehension activities, interviews, and vocabulary are all included.
- 2) Whole lessons. Each episode of the podcast mentioned above, for instance, includes a news article. The text of the news story is supplied, along with an audio recording. Then there is a lesson plan, which is complemented by worksheet resources. In essence, they are pre-made courses according to podcasts that teachers can utilize straight in the classroom.
- 3) Vocabulary, idioms, etc. This is a common type of podcast, most likely because it is simple to create. In this type of audio, the host selects several vocabulary pieces and explains how to use them.
- 4) Conversations that follow a script. These podcasts include conversations between native speakers. To assist less skilled learners, each episode contains a script that students can use while listening to the conversation.
- 5) Jokes. These are podcasts that contain jokes. Because they frequently involve language, they motivate the student to pay close attention.

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<sup>14</sup> Roviqur Riziqien Alfa, Using Podcast as Authentic Materials to Develop Students' Speaking Skill, *JEELT* 4, no. 1, Universitas Negeri Malang (2020): 69, <https://jurnal.ustjogja.ac.id/index.php/JELLT/article/view/7692>

- 6) Stories. These are usually stories that are read out aloud. They could or might not be followed by listening comprehension questions.
- 7) Poetry. These are podcasts of outstanding poems from the past. Somebody can hear to the speechifying while also reading the poetry.

It will assist teachers in determining the best method for teaching students' listening skills based on the topic types listed above. Content that comes with a resume and other exercises will be more useful in the EFL learning process.

### c. The Advantages of Podcasts

A vastly improved virtual social framework for learning is created by innovations such as podcasting. Podcasting offers exceptional opportunities for peer learning, not least because creating this type of social media is undoubtedly fraught with technical faults, particularly in the early stages of learning how to create, edit, and publish digital audio. Students must collaborate in order to identify and deal with problems using analytic and negotiating techniques. Because they can choose their own content, podcasts can make students feel at easy and happy.<sup>15</sup>

Podcast media is beneficial to students in the sense that it brings them closer to the target language and has an impact on their mood and motivation.<sup>16</sup> Podcasts are a component of revolutionary online learning and can represent a variety of uses, such as increasing the variety and sign up of English language going to listen exercise substance available to students to be used in a range of ways; increasing

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<sup>15</sup> Muhammad Galuh Elga Romadhon, Utilizing Podcast in Listening Class: The Advantages and The Challenges, *Conference of English Language and Literature (CELL)*, Universitas Islam Malang (2019), <https://semnas.untidar.ac.id>.

<sup>16</sup> Iskandar Abdul Samad, Ahmad Bustari, Diana Ahmad, The Use of Podcast in Improving Students' Speaking Skill, *Journal of English Language and Education* 3, No. 2, (2017): 99, accessed on 3 December 2020, <https://ejurnal.mercubuana-vogya.ac.id/index.php/jele/article/view/256>

connections between various elements of the lesson; and broadening the scope for discussion activities, among others. Podcasting is feasible at any time and from any location. Students can still save moment, cash, and effort by installing and listening to podcasts at their leisure.<sup>17</sup> When used in conjunction with e-learning, podcasting can also provide pedagogical benefits.

#### **d. The Disadvantages of Podcasts**

The following are the drawbacks of using podcasts as learning media:

- 1) The use of podcasts is ineffective for students who have poor listening skills.
- 2) It is difficult to apply the Podcast to students who prefer to be passive.
- 3) To play a podcast, you'll need a tool.
- 4) Podcast it is also costly for some students. Not many pupils, especially those in outlying areas, own a mobile phone. As a result, this is not appropriate to implement. Although podcasts are thought to be an alternate media for developing students' listening skills, it also takes a lot of time.

#### **e. Podcast in Teaching of Listening**

Podcasting is a powerful new technology that has long been used in academic achievement.<sup>18</sup> Language study has been defined as one of the disciplines that will advantage from podcasting's rapid growth. Podcasting scientific studies already have recognized its potential and described numerous pieces of evidence that podcasts can greatly assist

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<sup>17</sup> Roviqur Riziqien Alfa, Using Podcas t as Authentic Materials to Develop Students' Speaking Skill, *JEELT* 4, no. 1, Universitas Negeri Malang (2020): 70, <https://jurnal.ustjogja.ac.id/index.php/JELLT/article/view/7692>

<sup>18</sup> Masudul Hasan, Tan Bee Hoon, Podcast Applications in Language Learning: A Review of Recent Studies, *English Language Teaching* 6, No: 2, Canadian Center of Science and Education (2013): 128, [https://www.academia.edu/61991319/Podcast\\_Applications\\_in\\_Language\\_Learning\\_A\\_Review\\_of\\_Recent\\_Studies](https://www.academia.edu/61991319/Podcast_Applications_in_Language_Learning_A_Review_of_Recent_Studies)

learners in developing their language skills, particularly listening and listening skills. Podcasting can offer an innovative way to support learning. Podcasts can be submitted or installed; this audio assists learners in becoming acquainted with the chosen language, and educators can use it in lesson for exercises such as conversations. Furthermore, there are specific podcasts for ESL learners on the web, and these can include pronunciation for specific student needs.<sup>19</sup>

Podcasting is similar to radio, but there is a fine line between the two.<sup>20</sup> Podcasts give listeners complete freedom to choose and listen to their favorite programs at their leisure. Podcast listeners have unrestricted access to a wide range of topics. Podcasts in education have also been found in many forms and ways. So students who want to access new methods of learning also have an easier time acquiring them. The aim of this research was to introduce audio podcast as a portable medium for teaching listening.

Podcasts enable teachers to increase podcast usage and create new classroom activities to improve a student's learning experience.<sup>21</sup> One widespread misconception is that because teachers have not been using podcasts in their classrooms, attempting to incorporate them will cause problems in the classroom setting. However, data suggests that

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<sup>19</sup> Maryam Bahadorfar, Reza Omidvar, Technology in Teaching Speaking Skill, *Acme International journal of Multidisciplinary Research* 2, Issue 4, Research Scholar Department of Linguistic KIKS University of Mysore India (2014): 12, [https://www.scirp.org/\(S\(czeh2tfqw2orz553k1w0r45\)\)/reference/referencespapers.aspx?referenceid=2938370](https://www.scirp.org/(S(czeh2tfqw2orz553k1w0r45))/reference/referencespapers.aspx?referenceid=2938370)

<sup>20</sup> Tryanti Abdulrahman, Nonny Basalama, Mohammad Rizky Widodo, The Impact of Podcast on EFL Students' Listening Comprehension, *International Journal of Language Education* 2, No. 2, (2018): 25, <https://eric.ed.gov/?id=EJ1245044>

<sup>21</sup> Thomas Goldman, The Impact of Podcast in Education, *Advance Writing: Pop Culture Intersections* 29, Santa Clara University: Scholar Commons (2018): 5, [https://scholarcommons.scu.edu/engl\\_176/29](https://scholarcommons.scu.edu/engl_176/29).



teachers are increasingly using podcasts as a learning resource.

Using the podcast medium, the teacher can help students develop self-confidence and make learning more interesting. Podcasts enable teachers to increase podcast usage and create new classroom activities to improve a student's learning experience.<sup>22</sup> One common misconception is that because teachers have not been using podcasts in their classrooms, attempting to implement them would cause problems in the classroom environment. However, evidence suggests that teachers are increasingly using podcasts as a learning resource.

## 2. Media

### a. The Definition of Media

Over the last few decades, media dissemination has given birth to new debates and terminologies on the relationship between media and a person, on the one hand, and on the other hand, media and society.<sup>23</sup> Learners can use technology to participate in self-directed decisions, self-paced communication, confidentiality, and a good environment wherein mistakes are corrected and particular feedback is provided.<sup>24</sup> The most visible feature of a medium is its technology, the electronic and mechanical aspects that decide its purpose, as well as its shape as well as other physical characteristics, to a lesser extent. Books and newspapers, on the other hand, do not

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<sup>22</sup> Thomas Goldman, The Impact of Podcast in Education, *Advance Writing: Pop Culture Intersections* 29, Santa Clara University: Scholar Commons (2018): 5, accessed on 2 February 2021, [https://scholarcommons.scu.edu/engl\\_176/29](https://scholarcommons.scu.edu/engl_176/29).

<sup>23</sup> Sajjad Malik, *Media Literacy and its Importance* (Islamabad: Society for Alternative Media and Research 2008), 1, <https://library.fes.de/pdf-files/bueros/pakistan/06542.pdf>

<sup>24</sup> Maryam Bahadorfar, Reza Omidvar, Technology in Teaching Speaking, *Acme International Journal of Multidisciplinary Research* II, Research Scholar Department of Linguistic KIKS University of Mysore India, (2014): 10, [https://www.scirp.org/\(S\(czeh2tfqw2orz553k1w0r45\)\)/reference/referencespapers.aspx?referenceid=2938370](https://www.scirp.org/(S(czeh2tfqw2orz553k1w0r45))/reference/referencespapers.aspx?referenceid=2938370)

evoke thoughts of technology, despite the fact that a great deal of technology goes into their creation. It refers to the vast amount of media available to us from various sources.

In the teaching-learning context, media are the methods for communicating or distributing messages and delivering information to learners in order to achieve efficient instruction.<sup>25</sup> The use of online platform to deliver the subject will result in positive outcomes. Teachers must be creative when it comes to learning media in the digital age. Teachers will find it easier to convey the message of the subject materials using learning media, and students will feel more effective in receiving the messages.

Today, information is widely delivered in the form of electronic and digital media that work in tandem.<sup>26</sup> Since modern media are not limited to just reading skills, they require essential skills such as interpreting media messages from a broader perspective. In the learning process, learning media may be defined as a hardware or software instrument used in the distribution of materials by teachers to students.

Media refers to any form of communication that transmits data or allows students to interact with their teachers. Teaching was replaced in media-based teaching and Tools of remember hearing view, teaching materials, information exchange of heard view, instructional educational materials of view, educational technology, teaching aids, and interpretive media are all terms used to describe

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<sup>25</sup> Ahsan Akhtar Naz, Rafaqat Ali Akbar, Use of Media for Effective Instruction its Importance: Some Consideration, *Journal of Elementary Education* 18, Elementary Education IER, University of the Punjab, Lahore – Pakistan: 35, <http://digilib.iainkendari.ac.id>.

<sup>26</sup> Rizqa Ayu Ega Winahyu, Leo Agung S Djono, The Media Literacy in 21<sup>st</sup> Century: Role of Teacher in Historical Learning, *International Journal of Multicultural and Multireligious Understanding* 5, issues 4, Faculty of Education and Teacher Training Sebelas Maret University (2018): 363, <https://ijmmu.com/index.php/ijmmu/article/view/324>

learning activities. Several more aspects can describe the media itself within the frame of reference of the learning process, it is possible to conclude.

Teachers are no longer supported in trusting that learning media have no place in the classroom teaching and learning process.<sup>27</sup> As a result, the teacher must create imaginative and innovative technology in teaching that students can use to convey the subject's message. The use of appropriate learning media can improve interaction between instructors and students, enabling students to take part in the learning experience without being bored. Otherwise, Students are delighted with the teaching tool because it can help them improve their performance. The application of appropriate educational media in the process of education yields a satisfactory result, including one with a transformation in student behavior.

Based on those definitions, we can conclude that media has a significant impact on the teaching and learning processes. Technology is influencing the development of the media. We can use these to pique the students' interest in listening.

The benefits of using media in the teaching and learning process are that it makes the concept of the perceived concept, which is abstract and difficult to explain directly to students, rentable or simplified through the use of instructional media.

### 3. Listening

Listening is an active, purposeful process of making sense of what we hear.<sup>28</sup> The more we hear, the

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<sup>27</sup> Akrim, Media Learning in Digital Era, *Advances in Social Science Education and Humanities Research* 231, Atlantis Press, University of Muhammadiyah Sumatra Utara (2018): 458, <http://creativecommons.org/licenses/by-nc/4.0/>.

<sup>28</sup> Omer Gokhan Ulum, Listening: The Ignored Skill in EFL Context, *International Journal of Humanities Social Sciences and Education (IJHSEE)* 2, Issue 5, (2005): 72, Hakkari University, English Language Department Turkey, <https://files.eric.ed.gov/fulltext/ED577306.pdf>

better we understand something. Regarding that citation, while listening is receptive, it is also very active because listeners can think and understand things at a higher level than what they have heard. They process not only what they hear but also connect it to other information they already know as they listen. Because listeners combine what they have heard with their prior knowledge and experiences, they are figuring out or creating meaning in their own minds.

Listening is defined broadly as the process of receiving what the speaker says (receptive orientation), constructing and representing meaning (constructive orientation), negotiating meaning with the speaker and responding (collaborative orientation), and creating meaning through involvement, imagination, and empathy (creative orientation) (transformative orientation). Thus, listening is a complex, active interpretation process in which listeners compare what they hear to what they already know.

Listening is a creative skill. The significance of listening skills cannot be overstated.<sup>29</sup> It means that we comprehend the sound that falls on our ears and use the raw material of words, word arrangements, and the rise and fall of the voice to create significance. So, we can compare listening to a cooking process: there is a recipe, and then we gather the ingredients, begin the cooking process, and finally eat. The process will be successful if we prepare the right dose and listen well. We can get the right words if we listen well and know all of the sentences.

The strong perspective of listening skill as the biggest problem and often the weakest skill of students learning English as a Foreign Language inspired the initial

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<sup>29</sup> Hepnyi Samosir, A Study of Listening Comprehension Problems Encountered by The Third Semester Students at STMIK Prabumulih, *Acitya: Journal of Teaching & Education* 1, No. 2, (2019): 100, <https://journals.umkt.ac.id/index.php/acitya/article/view/230>

line of thought for this paper (EFL).<sup>30</sup> According to Tyagi, listening skill consist of some important parts such as;

- a. Recognizing words and comprehending their meaning.
- b. Identify the grammatical structure of the word.
- c. Connecting linguistic and nonlinguistic and paralinguistic signs.
- d. Differentiating between sounds.
- e. Identifying expressions that are intended to convey meaning.

Listening, according to the above definition, is a complex, active process of interpretation in which listeners compare what they have heard to what they already know. A mind takes time to form. We must first concentrate on listening before we can easily study the other skills.

#### 4. Teaching Listening

Teaching is the act of showing or assisting someone in learning how to do something, giving instructions, guiding in the study of something, providing knowledge, or causing someone to know or understand something. Listening has been examined from a different angle in recent years, when it is examined in relation to not only comprehension, but also language learning. Teaching listening necessitates more effort on the part of the teacher than on the part of the students. "Language material intended to be used for training listening comprehension should never be presented visually first," according to one of the main principles of teaching listening. A good listening lesson goes beyond the main listening task and includes related activities before and after the listening. It means that listening instruction should go beyond comprehension and into action.

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<sup>30</sup> Sandra Yunira, The Ignored Skill in EFL Context "Listening": A Review of Selected Article by Omar Gokhan Ulum, *Journal of English Language Skill* 1, No. 1, (2019): 22, Vocation High School 5, Pekanbaru, Indonesia, <https://journal.unilak.ac.id/index.php/elsya/article/view/2564>

One of the fundamental principles of teaching listening is that language material should be designed specifically for the purpose of training listening skills and should never be presented visually first.<sup>31</sup> The significance of listening in language learning and teaching necessitates language teachers assisting their students in becoming effective listeners. The school designates one day per week to use English language so that students are familiar with the listening process.

The teacher should be aware of some listening skills teaching principles. First and foremost, listening should be prioritized in the early stages of ESL instruction. It means that in order to learn English, students must first become acquainted with the listening process. Second, listening should make the most of material that is relevant to students' real-life experiences. It can help students understand how important the material is in real life. Third, listening should make use of as much authentic language as possible, because students struggle to understand when the teacher uses difficult words. Fourth, the materials should be varied in terms of the speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The goal of that principle is to keep students interested in the material presented at each meeting. Fifth, the teacher should always ask students to listen for the purpose of listening and to demonstrate their comprehension of a task. It can help them improve their listening skills. Sixth, language material designed to improve listening comprehension should never be presented visually first. The students must first become acquainted with the audio.

Furthermore, teachers must adhere to the principles of teaching listening. As previously stated, one of the fundamental principles of teaching listening is that the teacher always asks the students to listen for the sake of listening. As a result, he or she will be able to teach

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<sup>31</sup> Sartika Dewi Harahap, Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perception, *Jurnal Inovasi Pendidikan* 1, No. 4 (2020): 893, <https://stp-mataram.e-journal.id/JIP/article/view/166>

listening to students more effectively if he or she is already aware of the purposes of listening. One method is to use a simple dialogue to demonstrate how they might listen differently depending on the goals.

We can conclude that teaching listening entails delivering some material while also providing an understanding of the language system. It also includes how we use our knowledge of the language system to understand or convey meaning, as well as how we use specific skills to understand and convey meaning. It must be practiced on a regular basis so that we become more familiar with listening and, eventually, master it.

## B. Theoretical Framework

The theoretical framework is the hypothesis that underpins as the foundation for the research.<sup>32</sup> One of the objectives of language education is to assist pupils in improving their communication abilities. Listening is one of the four language skills that include tasks for transforming thoughts into effective language and presenting them to the audience. This medium is intended to teach pupils how to introduce themselves in English. Aside from listening, reading, and writing, one of the most important abilities is the ability to speak. In teaching listening, the teacher can use a variety of methods, including podcasts, in which the researcher tries to understand everything the author says. This media is intended to teach students how to introduce themselves in English.

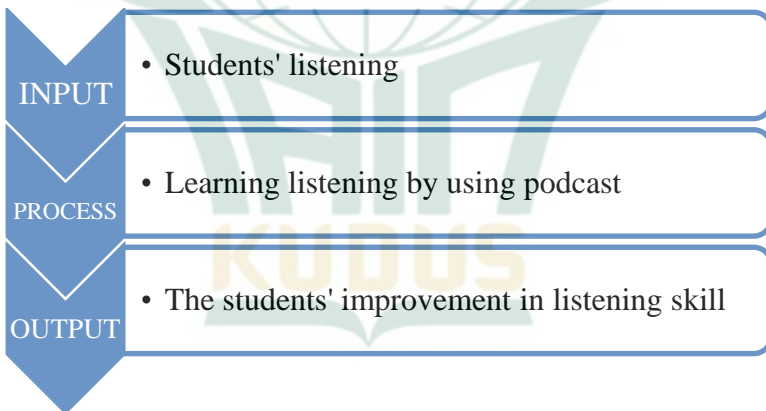
The teacher must be a facilitator who can support and develop the pupils' listening abilities. One of the most cutting-edge forms of learning media is the podcast. Students are encouraged to participate by providing their thoughts on the podcast audio or video. They will also find it easier to obtain and exchange new ideas. The use of podcasts is designed to improve students' listening abilities.

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<sup>32</sup> Firdausi Wimad Saritwa, *Perception and Practice of students' Presentation to Enhance Students' Speaking Skill*, Thesis, English Language Education Pascasarjana Universitas Negeri Semarang (2018):71, <https://lib.unnes.ac.id>.

Given the importance of listening in language learning and teaching it is crucial for language teachers to aide their pupils in have become competent speakers. Teaching the listening process in in English department should be relevant to the goals. Aside from that, the process must be outfitted with the appropriate materials in order for the teaching and learning process to be engaging. To make the teaching and learning process more entertaining, the substances are frequently equipped with a variety of media.

There are certain issues with the listening activities at English department, particularly in the seventh semester. The first issue is students' lack of trust in their ability to communicate in English. The other issue is that they have a lack of vocabulary as well as a lack of pronunciation. To address these issues, English teachers use a handbook as well as games or simple questions to help pupils improve their listening skills. The researcher focused the research on listening skills through podcasts. The concept of this research is presented in the following figure 1:

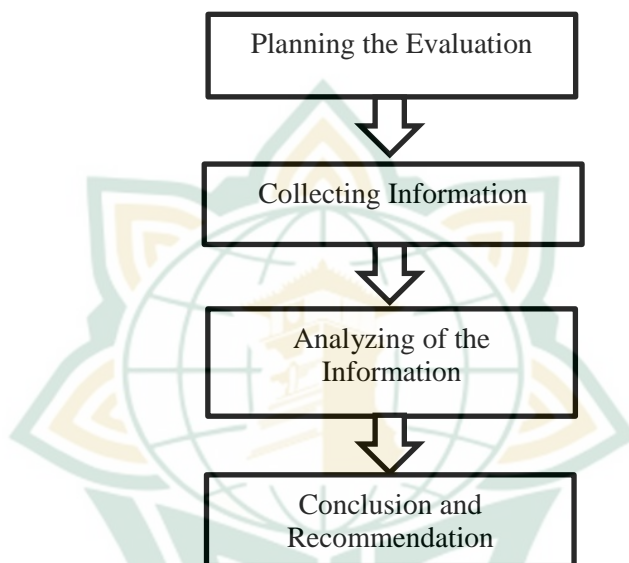


**Figure II.1: The concept of this research**

In light of these circumstances, the researcher attempts to improve students' listening skills through podcasts. A podcast is a web-based audio program that is typically updated on a regular basis. It is simple to locate and obtain on the internet. Sometimes the audio comes with



a transcript, which can assist pupils in grasping what they hear. The use of podcasts in the listening segment is supposed to enhance students' listening abilities. The theoretical framework of this study can be illustrated in figure 2:



**Figure II.2: The Theoretical Framework**

### C. Review Of Previous Study

Other researchers have conducted studies on topics related to this research. The previous studies listed below are intended to fill gaps and differentiate the upcoming research.

1. Veronika Mustika Heni Permatasari, *Improving Students Listening Skills through Podcasts at SMP BOPKRI, Yogyakarta Grade VIII, A Class in the Academic Year of 2012 / 2013*.<sup>33</sup>

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<sup>33</sup> Veronika Mustika Heni Permatasari, *Improving Students Listening Skills through Podcasts at SMP BOPKRI, Yogyakarta Grade VIII, A Class in the Academic Year of 2012 / 2013*, Thesis, English Education Department Language and Art Faculty Yogyakarta State University (2013), <https://core.ac.uk/download/pdf/33526658.pdf>

The goal of this investigation article is to decide whether or not using this podcast improves students' listening skills significantly. This study's sample was drawn from Class VIII that include of class A. The current study aims to determine the significant effect of podcast media on students' listening skills.

The method used to collect data differs between this study and the previous related study. The previous related study used the quantitative method and this study used the qualitative method. The connection between the current study and the forthcoming study is the following distinction of the study's object. The study by Veronica Mustika Heni Permatasari took place in second grade of students' Junior High School BOPKRI 1 Yogyakarta while the upcoming study will be conducted in an English Department in Indonesia. This study, as well as a forthcoming study, are similar in that they both discuss the use of podcast media to improve listening skills.

2. Titin Mulyati, *The Use of Podcast to Enhance Listening Skill at the Eight Grade of SMP Negeri 2 Labuapi in Academic Year 2021/2022*.<sup>34</sup>

The goal of this present study aims to learn more whether the podcast enhance effective the students' listening skills. This experiment was carried out on MIPA program tenth grade students, who were assigned randomly to experimental group and control group. Pre-test and post were used in this pre-experimental studies and are provided in the form of oral tests.

The difference between this previous related study and this study is also in the method that was used to collect data. This previous related study is using quasi experimental method and this study is using experimental method. The previous related study used the quantitative method and this study use qualitative method. The

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<sup>34</sup> Titin Mulyati, *The Use of Podcast to Enhance Listening Skill at the Eight Grade of SMP Negeri 2 Labuapi in Academic Year 2021/2022*, Thesis, English Education Program Faculty of Teacher Training and Education Muhammadiyah University of Mataram, (2022), <https://repository.ummat.ac.id/5474/>

connection between the current study and the forthcoming study is the following distinction of the study's object. The Titin Mulyati study was conducted in the eighth grade of Junior High School Labuapi, whereas the coming up research will be carried out in an English Department in Indonesia. This study and the upcoming study are similar in that they both discuss the use of podcast media to improve listening skills.

3. M. Wisra Saputra, *Improving Students' Listening Comprehension Using Cloze Dictation Technique (A Pre Experimental Research at the Tenth Grade of SMA Nurkarya Tidung Makasar)*.<sup>35</sup>

The goal of the previous study is to determine the effect of using podcasts as media on students' listening achievement. The current study was carried out at the Tenth grade of SMA Nurkarya Tidung Makasar. The subjects were 66 students, and the sample for this previous study was 10 students. This previous study used a descriptive quantitative research design with an experimental research design. As a result, the students' scores were tested in this study by using podcast as media to determine their listening achievement. The oral test was used as the study instrument.

The difference between this previous related study and this study is also in the method that was used to collect data. The previous related study used the quantitative method, and this study used the qualitative method. The study by M. Wisra Saputra took place in the X grade of SMA Nurkarya Tidung Makasar, whereas the coming up research will be carried out in an English Department in Indonesia.

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<sup>35</sup> M. Wisra Saputra, *Improving Students' Listening Comprehension Using Cloze Dictation Technique (A Pre Experimental Research at the Tenth Grade of SMA Nurkarya Tidung Makasar)*, Thesis, English Education Department Faculty of Teacher Training and Education Makassar Muhammadiyah University (2018), [https://digilibadmin.unismuh.ac.id/upload/759-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/759-Full_Text.pdf)

4. Fitratun Nisa, *Improving Students' Listening Skill through Podcast of Eleventh Grade at SMK TRITECH Informatika Medan in the Academic Year 2018/2019*.<sup>36</sup>

This previous study is aimed to report findings on the use of English podcast in improving students' listening skill, as well as the method for data collection using action research. The previous study's subjects were 22 students in the eleventh grade at SMK Tritech Medan during the academic year 2018/2019.

The difference between this previous related study and this study is also in the method that was used to collect data. The previous related study used the quantitative method, and this study used the qualitative method. The previous research focused on listening skills by using podcasts, and this research also focuses on listening skills. Fitratun Nisa's study was conducted in the eleventh grade at SMK Tritech Medan during the academic year 2018/2019, whereas the coming up research will be carried out in an English Department in Indonesia.

5. Malahayati BR Siahaan, *Improving Students' Listening skills Through Podcast at MTS Islamiyah Gunting Saga*.<sup>37</sup>

The quasi-experimental, pretest-posttest nonequivalent control group design was used in this study to explore the impact of podcasting on reducing anxiety and enhancing public speaking skills in ESL learners. The study included MTS Islamiyah Gunting Saga. Three groups were formed from this sample. Two groups received experimental treatment, with one serving as the

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<sup>36</sup> Fitratun Nisa, *Improving Students' Listening Skill through Podcast of Eleventh Grade at SMK TRITECH Informatika Medan*, Thesis, Department of English Education Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatra (2018): 16, <http://repository.uinsu.ac.id>.

<sup>37</sup> Malahayati BR Siahaan, *Improving Students' Listening skills Through Podcast at MTS Islamiyah Gunting Saga*, Thesis, Department of English Education Tarbiyah and Teacher Training Faculty State Islamic University of North Sumatra (2020), <http://repository.uinsu.ac.id/13369/1/SKRIPSI%20MALAHAYATI%20BR%20SIAHAAN%20%280304163193%29.pdf>

control group. This previous related study is aimed at finding the use of podcasts in developing listening skills.

The difference this previous study and this study related to the explanation above is the method used to collect data and focuses research. Malahayati BR Ibrahim's research was conducted in MTS Islamiyah Gunting Saga, while the upcoming research will be conducted in an English Department in Indonesia.

